

DOCUMENT RESUME

ED 314 908

EC 222 068

AUTHOR Plourde, Lynn
TITLE CLAS: Classroom Listening and Speaking. Preschool.
REPORT NO ISBN-0-88450-369-0
PUB DATE 89
NOTE 386p.; For related documents, see EC 222 071, and ED 275 099.
AVAILABLE FROM Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 (\$50.00, Catalog No. 7570).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques; *Language Acquisition; *Listening Skills; Oral Language; *Preschool Education; Skill Development; *Speech Instruction; *Teaching Methods; *Vocabulary Development

ABSTRACT

This oral language program, designed for children ages 3 to 5, is divided into 11 sections covering the themes of self and senses; family, home, and friends; teddy bears; school and community; colors; food; animals; clothes; summer fun; holidays; and vehicles. Numerous cutouts are provided to prepare for the activities in this book, and each section's activities aim at developing such skills as auditory memory, question-asking ability, and improved attention span through use with whole classroom groups. Three activities per week in class are provided with an average completion time of 20 minutes each. There are also weekly activities for parents to complete with children, again based on the 11 themes. Activities frequently include stories and illustrations designed to improve speaking/listening skills and vocabulary through role-playing, games, discussions, and other interactive methods. A pre-test/post-test, tips on implementation, and scheduling guidelines are included as well. (PB)

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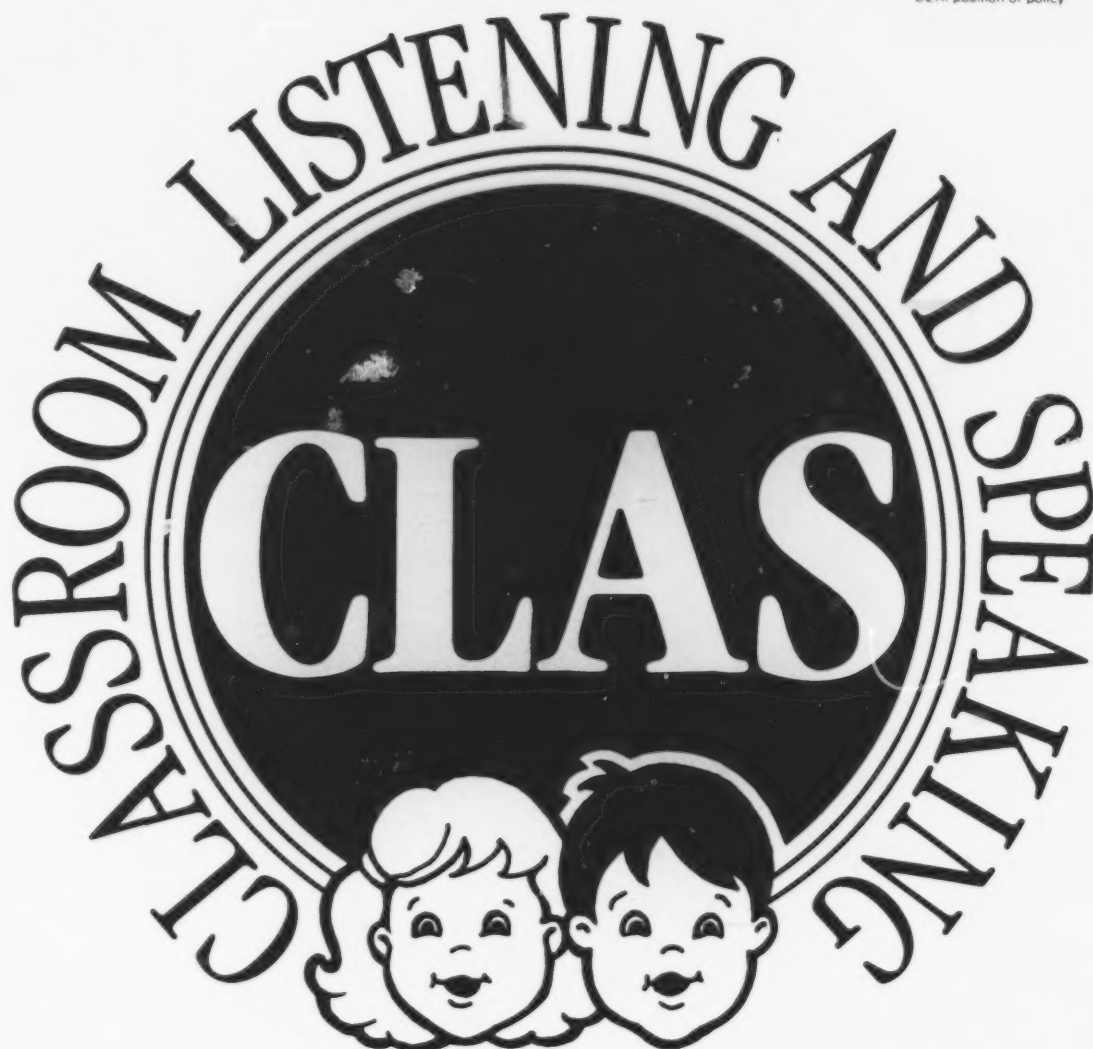
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Preschool

by Lynn Plourde
Illustrations by Cathie Lowmiller

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ISBN 0-88450-369-0

Catalog No. 7570

10 9 8 7 6 5 4 3 2 1
Printed in the United States of America

A SPECIAL THANKS TO . . .

The teachers—

Carey Clement, Peggy Lovejoy, Cynthia Wacome,
Pam Washburn, Peggy Clark, Sue Bickford
—who helped me develop this program
by letting me “get into the trenches” with them.
Your feedback and support were wonderful!

The kids I worked with in developing this program.
I loved every minute with you.
You made it fun, not work!

Paul.

What can I say but,
“Thanks, Thanks, THANKS!”

About the Author

Lynn Plourde is an oral-language consultant in Anson, Maine. Before going into private practice in 1985, she worked as an administrator and therapist, developing programs and providing direct speech and language therapy for clients from preschool age through adult. She has given numerous presentations and conducted workshops throughout Maine. A holder of the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, Ms. Plourde received B.A. and M.A. degrees in Speech Communication from the University of Maine.

Other publications by Lynn Plourde available through Communication Skill Builders:

CLAS K-2 (1985)
CLAS 3-4 (1988)
Talk T' Win (1988)

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Introduction

Classroom Listening and Speaking: Preschool (CLAS Preschool) is an oral language program for children ages three through five. It is designed to be used with an entire class of children at once. The activities in this book, developed by a speech-language pathologist, were field-tested by six teachers and their 100 students. The program was tested at a variety of preschool sites—with nursery-school groups of three-year-olds and four-year-olds, with a class of preschoolers with handicaps, and in some prekindergarten classes.

This program is based on the belief that *all* children need to learn to listen and speak better. Language development may be the most important emphasis for preschool programs. Because listening and speaking are the foundation for reading and writing, research shows that improving children's oral language skills also automatically improves their written language skills.

The main reason that children are placed in special education programs is for language delays or disorders. Early emphasis on language development might help prevent or reduce the severity of some of these problems. Therefore, an organized oral language program for the classroom, such as *CLAS Preschool*, makes sense.

CLAS Preschool is divided into themed sections. Each section develops numerous oral language skills such as improving auditory memory, improving question-asking abilities, improving attention span during oral stories, etc. The use of themes gives preschoolers greater familiarity with a given topic and provides the repetition they need to learn basic concepts more readily. The eleven themes are:

- | | |
|------------------------------|----------------|
| 1. Self and Senses | 7. Clothes |
| 2. Family, Home, and Friends | 8. Teddy Bears |
| 3. School and Community | 9. Vehicles |
| 4. Colors and Other Concepts | 10. Summer Fun |
| 5. Food | 11. Holidays |
| 6. Animals | |

There are three activities to do each week in class. Each activity requires an average of 20 minutes to complete. Some of this time is spent in activities such as passing out and collecting materials. Include children whenever possible to maintain their interest throughout the activity. If an activity proves too long for your class, you can stop it at any point. The interest level and average attention span varies from class to class. However, we encountered no problems with lesson length in our field tests.

There is also one weekly home activity for parents to do with their children. Home activities are also based on the given themes.

Other features of the program include some helpful hints on implementing the program and a recommended calendar to follow throughout the school year. Each theme takes from one week for specific holidays (Thanksgiving, Valentine's Day) to six weeks for other themes (animal unit). The program has clear goals and includes pretests and posttests so you can measure each child's progress.

Helpful Hints

Dear Educator:

I developed this program "in the trenches." That's how I could see what worked, what didn't work, and what needed to be adapted. By doing so, I hope to have made your job easier. If I ironed out some of the kinks in the program, then you won't have to do it now.

Nevertheless, we're all unique; none of us teaches the same way. I've watched five teachers do the *same* activity five *different* ways. We each bring tricks to the classroom that work for us. I'd like to share with you some tricks of mine or of teachers who helped field-test this program. Some will work for you, others won't. But if you find a few that work, and add them to your own teaching tricks, you'll be ready to truly "make magic"—and bring language to life for your preschoolers!

Expand themes whenever possible. During the "School and Community" section, one teacher had her children paint a large box to look like a police car. She helped them turn their block center into a police station, and they colored and cut out police hats to wear. These activities developed motor skills, social skills, and creativity, as well as language skills. A real bonus was all the language that came out as they role-played police officers in these situations.

You will notice numerous cutouts to prepare for the activities in this book. You may prepare the cutouts yourself, or you may have children prepare them. Having the children cut out and color appropriate materials helps develop their motor skills. Preparing the materials also further develops language skills because the children must listen carefully to your directions to know what to do.

Many activities ask you to allow children a chance to "play teacher" and give directions to others or generate a story. Emphasize this technique in your classroom (even during non-CLAS activities). It's a great way to get children involved as active speakers, not just passive listeners.

For activities that require a simple art project, *don't* provide a set of crayons, glue, etc., for each child. Instead, seat three or four children at a table with a set of materials to share. Explain how to talk in this situation: "Please pass the glue when you're finished." "Thanks for the blue crayon." By sharing, children will be learning an important form of social communication. They will become frustrated and greedy at times, but with practice they will learn how to share and communicate effectively in this situation.

Some activities require that each child have a set of cutouts. After the activity is finished, let the children take their cutouts home to show their parents. Children will further expand their language with this extra opportunity to retell or demonstrate the activity.

Within any classroom, children have a wide range of abilities. If needed, devise ways to simplify activities so that every child is successful. For example, if a child acting in a story has limited language abilities and is expected to repeat a long sentence

such as, "I wonder what those strange noises were that the police officer called me about," reduce the complexity of the sentence to, "The police officer was wrong. No noises here." Even a nonverbal child can do this part if you say, "The manager just shook his head no. He figured that the officer was wrong about hearing noises in the store." You can always make sentences shorter and simpler, or limit a child's response to a nonverbal gesture. By doing so, each child can be successful.

Before beginning any activity, define children's space (*Everyone sit on the red tape on the floor. Everyone hold hands in a big circle.*) and explain your rules. The rules I use are:

1. All toys are put away in desks or on shelves because I allow only people—not toys—to listen and speak.
2. Everyone's bottoms are on the floor (or chairs).
3. Everyone's mouths are closed because it's my turn to talk to explain the game.
4. Everyone's eyes are looking at me.

By defining the rules ahead of time, I prevent behavior problems later. I remind children of the rules as needed (I usually whisper directly to them). I can calm a particularly active child by holding that child on my lap during the activity.

If an activity requires that everyone move to a new location, such as from sitting in chairs to sitting in a circle on the floor, develop children's listening skills by giving them specific directions. For example, you might say, "Everyone with blue sneakers, go sit on the floor." Next say, "Anyone with jewelry on, go sit on the floor." Then say, "Anyone with short-sleeved shirts, sit on the floor now." Continue with directions until everyone is seated. These directions need take only a minute or two, but they force children to listen carefully, and they prevent some of the chaos that occurs when everyone moves at once.

If papers are to be passed out for an activity, have children help pass them out while following your directions. You might say, "Kellie, pass a picture of a dog to all the children who put their hands on their own shoulders." "Rob, give a plate to everyone who whispers to you the sound a rooster makes." You can do the same when picking up after an activity. Say something like, "Everyone with blonde hair, bring me your spoons."

Preschoolers are famous for saying, "You know what?" I love their you-know-what stories, but there isn't always time to listen—especially because one you-know-what story triggers many more from other children. If time is limited, I say something like, "We were just talking about pets. Bobby wants to tell me about his pet. I bet more of you can tell about your pets. I'd like everyone to whisper something about a pet to the person sitting beside you." Everyone does so, and then we can continue with the activity. A different way to handle the same situation is to have everyone think about their pets, and when I say "Go!" shout what they want to say to me at the same time. I nod and say "Yeah, that's interesting." We all giggle and then move on with the activity.

I hope you've found a few of these hints to be helpful.

Happy teaching!

Lynn Plourde
Oral Language Consultant

Calendar

SEPTEMBER

Week 1: Self and Senses

I See, page 18
The "Me Paper Doll," page 19
Sock Walk, page 21

Week 2: Self and Senses

Paper-Plate Person, page 22
Mirror Activity, page 23
My Own Badge, page 24

Week 3: Self and Senses

The "Me Snack," page 25
Mirrored Emotions, page 26
Acting Out Poems about Self, page 27

Week 4: Self and Senses

The "Me Dance," page 29
Sense and Tell, page 30
Action Story—The Day Our Senses Went Silly, page 31

OCTOBER

Week 1: Family, Home, and Friends

Family Directions, page 36
Taped Story—The Baby Who Wouldn't Stop Crying, page 41
Mask Story—The Day the Couch Gave Out, page 42

Week 2: Family, Home, and Friends

Family Books, page 67
Family Photos, page 80
Paper-Doll Story—The Family in the Morning, page 81

Week 3: Family, Home, and Friends

Which Room? page 90
Home Sounds, page 91
Furry Friend, page 92

Week 4: Family, Home, and Friends

Acting Out a Story—Friend Fight, page 93
Help a Friend, page 95
Secret Friend, page 96

Week 5: Halloween

Action Stories—Halloween, page 262
Which Witch? page 264
Halloween Hunt, page 271

NOVEMBER

Week 1: School and Community

Community—Who Said It? page 98
School Block Talk, page 100
School Guessing Game, page 101

Week 2: School and Community

Store Sort, page 102
Mask Story—The Supermarket at Night, page 105
Store Guessing Box, page 113

Week 3: School and Community

Paper-Doll Story—To the Hospital, page 114
Acting Out Jobs, page 117
Mask Story—What a Day! page 118

Week 4: Thanksgiving

Paper-Plate Turkey, page 272
Thanksgiving Bingo, page 274
Find the Turkey, page 277

Week 5: Colors and Other Concepts

Red Day, page 130
Mask Story—Colors, page 132
Shape and Color Sort, page 135

DECEMBER

Week 1: Colors and Other Concepts

Super Circle, page 136
"Inside/Outside/Up-side-Down" Song, page 137
Mirrors—In Back Of, page 139

Week 2: Colors and Other Concepts

Square Dance, page 140
Throw a Penny, page 141
Crazy Concept Soup, page 142

Week 3: Holiday Season

Stuff the Stockings, page 279
Puzzling Presents, page 283
Decorate a "Person Tree," page 284

JANUARY

Week 1: Food

What Food Are You Eating? page 144
Silly Sandwiches, page 145
Secret Snacks, page 149

Week 2: Food

Exploring Unfamiliar Foods, page 150
Your Little Egg, page 151
Fruit Platter, page 152

Week 3: Food

Mask Story—Foods in the Refrigerator, page 153
Food Swap, page 161
Acting Out Poems about Food, page 162

Week 4: Food

Fruity Music, page 164
Pretend Platters, page 166
Banana Dips, page 167

FEBRUARY

Week 1: Animals

Acting Out a Story—Goldilocks and the Three Bears, page 170
Acting Out Stories—What Animal Are You? page 172
Animal Bingo, page 173

Week 2: Valentine's Day

Making Hearts, page 285
Heart Match, page 287
Mask Story—The Valentine Cards, page 289

Week 3: Animals

Animal Sounds, page 176
Acting Out a Story—The Three Pigs, page 177
Peekaboo Animals, page 179

Week 4: Animals

Old MacDonald, page 180
Which Animal? page 182
Acting Out a Story—The Turtle (Tortoise) and the Rabbit (Hare), page 184

MARCH

Week 1: Animals

Taped Story—A Mix-Up on the Farm, page 185
Mask Story—The Mouse, page 186
Animal Directions, page 193

Week 2: St. Patrick's Day

St. Patrick's Day Directions, page 296
Green Things, page 298
Leprechaun Tour, page 299

Week 3: Animals

Animal Story Hat, page 194
Acting Out Poems about Animals, page 195
There Was an Old Lady Who Swallowed a Fly, page 198

Week 4: Animals

Animal Listen, page 203
Animal Guess, page 205
Action Story—Animals around the World, page 206

APRIL

Week 1: Clothes

Clothes—Who Said It? page 210
Clothes Point, page 211
Clothes Soup, page 212

Week 2: Easter

Egg Relay, page 301
Egg Switch, page 302
Bunny Tails, page 306

Week 3: Clothes

Sock Match, page 214
Dress-Up Show, page 215
Mask Story—Clean Clothes, page 216

Week 4: Clothes

Clothes and Weather, page 224
Clothes Directions, page 229
Clothes Guess, page 230

MAY

Week 1: Teddy Bears

Bearable Memory, page 232
Bear Switcheroo, page 233
Secret Bear, page 234

Week 2: Teddy Bears

Bear Introductions, page 235
Acting Out a Story—Bear Food, page 236
Bear Facts, page 237

Week 3: Vehicles

What Are You Riding? page 240
Taped Story—A Bad Day for Driving, page 241
Horn Directions, page 242

Week 4: Vehicles

Vehicle Guess, page 243
Action Story—Vehicles, page 244
Mask Story—Vehicles, page 246

JUNE

Week 1: Summer Fun;

Silly Picnic Lunch, page 254
Taped Story—The Loudest Summer, page 256
Summer Activities, page 257

Week 2: Summer Fun

Secret Summer Box, page 258
Action Story—Summer Work, page 259
Balloon Squirt, page 260

Objectives

The preschooler will

1. learn two or three new oral vocabulary words per week.
2. become familiar with basic children's stories and songs:
Goldilocks and the Three Bears
The Three Pigs
Old MacDonald
The Turtle (Tortoise) and the Rabbit (Hare)
There Was an Old Lady Who Swallowed a Fly
3. correctly follow two- and three-step oral directions.
4. attentively listen to short stories.
5. act out poems and stories that are read orally.
6. understand these concepts: *inside/outside, in back of/in front of, upside-down, high/low, matching, soft/hard.*
7. correctly point to and name eight basic colors.
8. correctly point to and name three basic shapes.
9. correctly point to and name basic body parts (elbow, chin, shoulder, forehead).
10. develop basic categorization skills (sort shapes, differentiate farm vs. nonfarm animals).
11. solve basic oral riddles. (*You pedal it when you ride it. It has three wheels. What is it?*)
12. learn to listen for clues to differentiate between objects or people. (*Everyone with brown hair stand up. Everyone with a cat picture say "meow."*)
13. add appropriate sound effects while listening to an oral story.
14. develop basic audience skills such as paying attention, sitting quietly, clapping appropriately.
15. describe familiar surroundings.
16. ask appropriate questions to learn the identity of a secret object or person.
17. answer simple questions correctly.
18. generate simple, complete sentences about visible objects.
19. give accurate oral directions while "playing teacher" during listening and speaking games.

20. increase knowledge about the following topics:

oneself (including parts of body; distinctive facial features and habits; basic emotions; senses; how the body moves)

family, home, and friends (including family membership; distinctive features of individual rooms; characteristics of friendships; settling disputes)

school and community (including identity and functions of community helpers; routines of schools, stores, and hospitals)

food (including differentiating fruits and meats; exploring unfamiliar foods)

animals (including characteristics, sounds, and habitats of different animals)

clothes (including appropriate placement and function of articles of clothing)

teddy bears (including characteristics of teddy bears and real bears)

vehicles (including names and functions of a variety of vehicles)

summer fun (including differentiating summer activities from those of other seasons)

holidays (including customs and vocabulary for specific holidays).

Pretesting and Posttesting

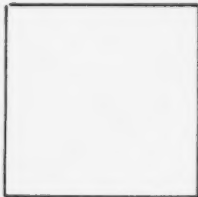
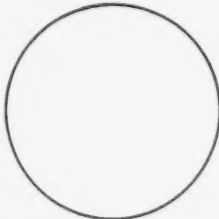
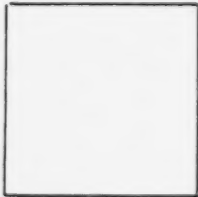
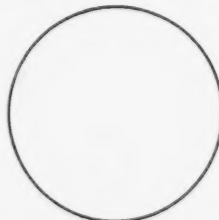
Use the following tests to pretest and posttest the listening and speaking abilities of your preschoolers. The tests should be administered individually to each child. Wait about two weeks after school starts before pretesting. This gives children time to adjust to the school setting and feel comfortable answering an adult's questions. The first test is called "Answering Questions" and the second is "Describing."

To administer the tests, sit in the classroom with one child at a time. The best times to do this might be before or after school (ask a parent to bring a child in early or pick up a child later) or during a time when other children are playing outside.

ANSWERING QUESTIONS

For this test you will need two boxes of eight crayons, copies of shapes below (strip of shapes, others cut into individual shapes), the directions/score sheet on the following page, and a pen or pencil to score the test.

Administer the test as the score sheet describes. Then write the child's score (total number of correct responses). Children may score from 0 to 15 on this test. Repeat the same test as a posttest at the end of the school year. You may record test results for the entire class on the form on page 11.

Shape Strip (Cut out entire strip. Do not separate shapes.)		
		
Individual Shapes (Cut out each shape on dotted line.)		
		

"ANSWERING QUESTIONS" SCORE SHEET (for individuals)

Child's Name _____ Child's Age _____

Date of Testing _____ Score _____

Score (1) for each correct answer and (0) for each incorrect answer. Add all points to determine the score.

	Number of Points
1. Point to something high in this room.	_____
2. (Show individual circle shape.) What's this shape called?	_____
3. (Give child one crayon.) Make this crayon touch your elbow.	_____
4. (Show green crayon.) What color is this crayon?	_____
5. (Show individual triangle shape.) What's this shape called?	_____
6. (Show purple crayon.) What color is this crayon?	_____
7. Point to something soft in this room.	_____
8. (Hold one crayon straight up and down.) Hold this crayon upside-down.	_____
9. (Give child one crayon.) Put this crayon in back of you.	_____
10. (Show all eight crayons.) Point to the yellow crayon.	_____
11. (Give child one crayon.) Make this crayon touch your chin.	_____
12. Point to something low in this room.	_____
13. (Show shape strip.) Point to the square.	_____
14. (Hold up orange crayon and give child other open box of crayons.) Find the crayon that matches this one.	_____
15. Point to something hard in this room.	_____
TOTAL POINTS	_____

“ANSWERING QUESTIONS” SCORE SHEET (for the class)

Teacher's Name _____

[illegible]

Total Number of Students = _____

Class Average on Pretest = _____

Class Average on Posttest = _____

DESCRIBING

Use a tape recorder and a stuffed animal for this test. Test one child at a time in the regular classroom.

Hold the stuffed animal, and give the following directions to the child.

My stuffed animal named _____ has never been in this room before. It's a little scared about being in a strange place. Would you make it feel better by showing it around the room and telling it all about your class?

Then hand the stuffed animal to the child. Tape the child's response.

Later, transcribe the child's story from the tape into written form. Score it according to the score sheet for individuals on the following page. The form to record scores for the class is on page 14. At the end of the school year, posttest the children in the same way.

"DESCRIBING" SCORE SHEET (for individuals)

Child's Name _____ Child's Age _____

Date of Testing _____ Score _____

Listen to the child's speech sample and score as following:

**Number
of Points**

- a. Add 1 point for each sentence. _____
- b. Determine average length of sentences: Count the number of words in the child's speech sample, and divide by the number of sentences to get the average length of sentences. Record that number on the line to the right. (Include decimal points or fractions.) _____
- c. Add 3 points if there are three or more complex sentences in the taped sample. (It has water because we make our boats go in there. You can read a book if you put it back.) _____

TOTAL POINTS _____

- d. Subtract 3 points if three or more sections of the taped sample are unintelligible. _____
- e. Subtract 3 points for three or more grammatical errors. (*Me sit there. Her reads a book.*) _____

FINAL SCORE _____

"DESCRIBING" SCORE SHEET (for the class)

Teacher's Name _____

[illegible]

Total Number of Students = _____

Class Average on Pretest = _____

Class Average on Posttest = _____

SAMPLE "DESCRIBING" SCORE SHEET

Student's Story:

Here's the blocks. Me build houses. Me build garages. Me like blocks. See the sink. Kids wash up here. See the paint. Me paint a rainbow. Here's the big desk. The teacher sit here. Her have lots of papers. That's all.

	Number of Points
a. Add 1 point for each sentence.	<u>12</u>
b. Determine average length of sentences.	<u>3.4</u>
c. Add 3 points if there are three or more complex sentences in the taped sample.	<u>0</u>
TOTAL POINTS	<u>15.4</u>
d. Subtract 3 points if three or more sections of the taped sample are unintelligible.	<u>0</u>
e. Subtract 3 points for three or more grammatical errors.	<u>- 3</u>
FINAL SCORE	<u>12.4</u>

SELF AND SENSES

What interests preschoolers? Themselves! They care about what is happening to them—what they think, how they feel, their possessions, etc. Their speech is full of words like *me*, *my*, *mine*. Therefore, it's logical to begin a listening and speaking program for preschoolers with the topic of "Self and Senses."

In this four-week section, preschoolers will learn to describe themselves, learn the names of body parts, learn to follow oral directions, develop vocabulary about emotions and senses, and act out poems and stories that you read orally. Several activities in this section require that children use mirrors, encouraging children to develop an image of how they look and move.

I SEE

- Objectives:** To orally describe oneself while looking in a mirror
To develop a sense of self by identifying one's own eye color, hair color, skin color, etc.
- Materials:** a small mirror for each child or several full-length mirrors placed on their sides so four to six children can look at themselves in each one
- Time Required:** 20 minutes
- Procedure:** Give each child a small mirror or group several children in front of each full-length mirror. Tell them to look at themselves in the mirrors and notice their hair. Show what you mean by looking into a mirror and commenting about your hair. (*I see someone with brown curly hair.*) Let the children take turns telling about their own hair.
- Next, have the children notice their eyes. Once again provide an example. (*I see someone with green eyes in my mirror.*) Then have the children describe their own eyes.
- Continue the activity, noting other facial features such as skin color, freckles, and teeth.

THE "ME PAPER DOLL"

- Objectives:**
- To develop a sense of self by locating parts of the body
 - To follow oral directions about paper dolls
 - To learn the concepts *in back of/in front of, under, between, both*
 - To give oral directions about paper dolls

Materials: paper-doll cutouts on following page (one for each child); a string; clothespins

Time Required: 20 minutes

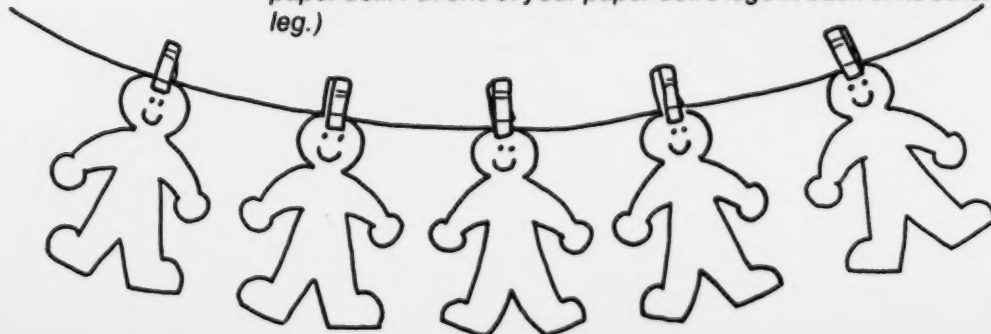
Procedure: Reproduce and cut out paper dolls. Write each child's name on one.

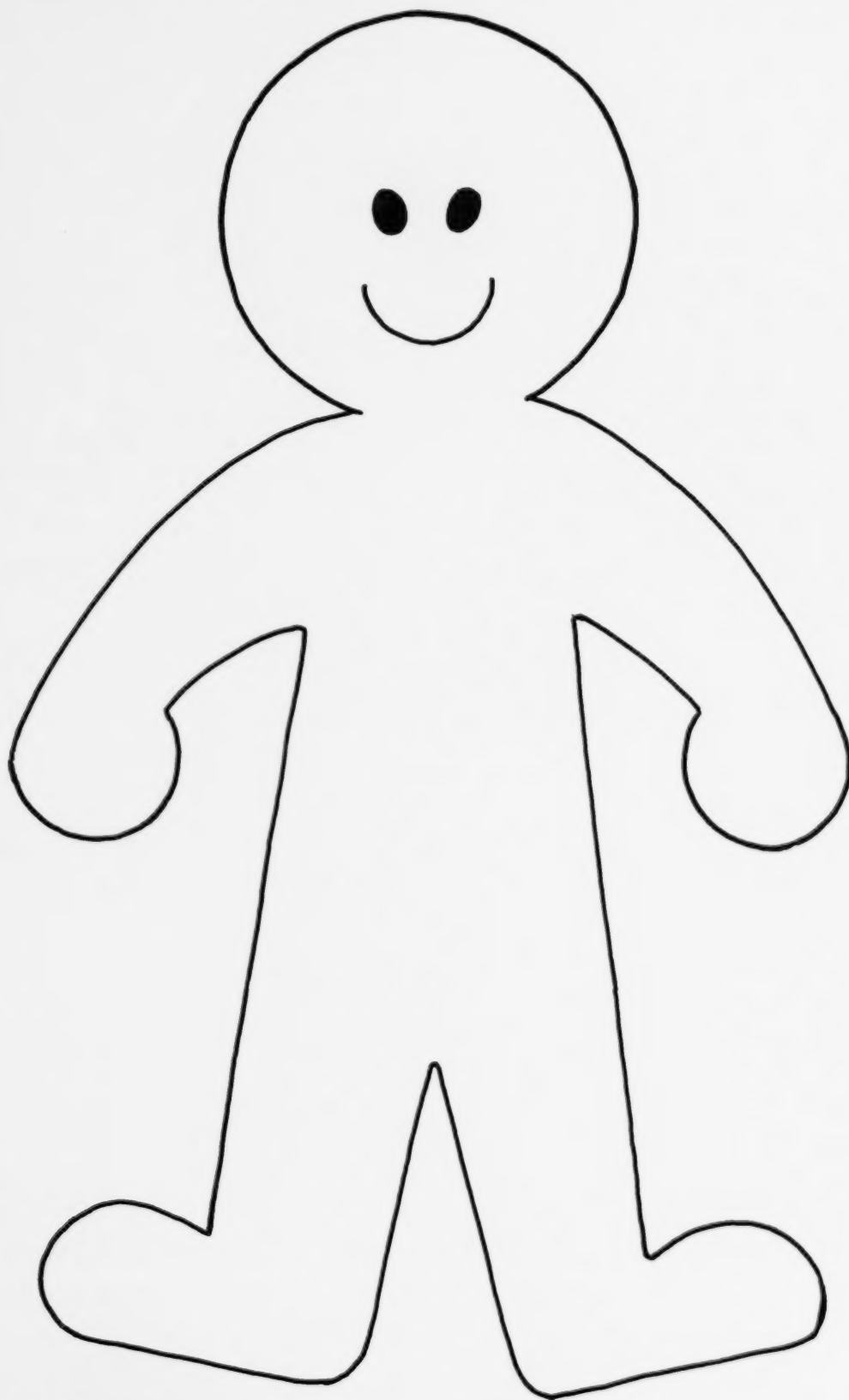
Give children the paper dolls with their names. Then use clothespins to hang all the paper dolls on a low-hanging clothesline across the room. Have children stand near their paper dolls and follow these directions as you say them:

1. Stand in back of your paper doll.
2. Touch both of your paper-doll's feet.
3. Bend the knees on your paper doll.
4. Sit on the floor in front of your paper doll.
5. Lie down on the floor under your paper doll.
6. Shake hands with your paper doll.
7. Blow on your paper doll.
8. Hug your paper doll very gently so you don't crumple it.
9. Jump up and try to be taller than your paper doll.
10. Touch one leg on your paper doll.
11. Make your paper doll wave both its hands.
12. Make your paper doll pretend to clap its hands.
13. Touch one elbow on your paper doll.
14. Pretend to dance with your paper doll.
15. Kiss one of your paper doll's hands.

Allow children to take turns "playing teacher," giving directions to the class for manipulating the paper dolls.

Hint: Repeat directions that children have difficulty with. The repetition will reinforce their learning of the difficult concept. For example, if several children do not understand the direction, "Stand in back of your paper doll," repeat the concept in different directions. (*Put your hand in back of your paper doll. Put one of your paper doll's legs in back of its other leg.*)





SOCK WALK

Objectives: To follow oral directions about "walking" on body parts
To learn vocabulary about body parts (ankle, elbow, knee, thigh, shin, calf, skull, heel, sole, knuckles, navel, wrist)

Materials: socks (one pair for each child)

Time Required: 20 minutes

Procedure: On the day before this activity, send a note to parents asking them to send an extra pair of socks for their children the next day.

Have children sit in a circle on the floor. Tell them that you will give each child a pair of socks. Discuss what *pair* means—two things that *match*. Give each child a pair of socks to put on their hands. They must then make their socks "walk" (by moving one or both hands) on the body part you name.

1. Walk on your legs.
2. Walk on your stomach.
3. Walk on your feet.
4. Walk on your knees.
5. Walk on your hair.
6. Walk on your thigh.
7. Walk on your shin.
8. Walk on your knuckles.
9. Walk on your navel.
10. Walk on your sole.
11. Walk on your hips.
12. Walk on your ankle.
13. Walk on your wrist.
14. Walk on your elbow.
15. Walk on your skull.
16. Walk on your waist.
17. Walk on your neck.
18. Walk on your shoulders.
19. Walk on your palm.
20. Walk on your heel.

Hints:

1. Repeat difficult vocabulary words so the children will learn the new words more easily. (*Tiptoe on your skull. Dance on your skull.*) Reinforce the new word by asking, "What are you tiptoeing on? What are you dancing on?"
2. Limit new words to only two or three for most of the group. Too many new words will be confusing for children, and they will not actually learn them all.

PAPER-PLATE PERSON

- Objectives:** To follow oral directions for an art project
To develop vocabulary about body parts (cheeks, eyebrows)
To develop a sense of self (understanding how one's face looks)
- Materials:** white paper plates (one for each person); facial-feature cutouts below (one set for each person); glue stick; mirror; crayons
- Time Required:** 20 minutes
- Procedure:** Reproduce and cut out shapes of facial features. Glue one set of features onto a paper plate as a model for the children.
- Give each child a paper plate and a set of facial features. Have them use the glue sticks to glue the facial features onto the paper plates in the appropriate places. Encourage children to use appropriate vocabulary. (*The eyebrows go here. The nose goes between the cheeks.*) Have the children color the eyes their own eye color and the hair their own hair color. (Provide a mirror so children can check their eye and hair color.)



Cut out each facial feature
(1 set for each person).

MIRROR ACTIVITY

Objectives: To follow oral directions about how to move parts of one's face
 To develop vocabulary about one's face (cheek, chin, forehead, eyebrow, temple, nostril)
 To develop a sense of self (understanding how one's face looks and moves)
 To give oral directions for moving parts of the face.

Materials: a small mirror for each child or several full-length mirrors placed on their sides so four to six children can look at themselves in each one

Time Required: 20 minutes

Procedure: Give each child a small mirror or group several children in front of each full-length mirror. As they watch themselves in the mirrors, tell children to do the following:

1. Puff out your cheeks.
2. Stick out your tongue.
3. Lift your tongue up to touch your nose.
4. Lower your tongue so that it touches your chin.
5. Move your tongue back and forth from side to side.
6. Wiggle your nose.
7. Close one eye.
8. Close both eyes.
9. Touch your cheeks.
10. Pucker up your lips.
11. Wipe your forehead.
12. Smile a little smile.
13. Smile a big smile so all your teeth show.
14. Laugh out loud.
15. Raise your eyebrows.
16. Squint so that you can just barely see yourself.
17. Open your eyes as wide as you can.
18. Yawn.
19. Put your hand over your face and peek at yourself in the mirror.

Allow children to take turns "playing teacher," giving directions to the rest of the class.

Hints:

1. If you find that a word is new to children, then repeat it in several instructions. (*Touch your eyebrows. Raise your eyebrows. Pretend to comb your eyebrows.*)
2. If the children can readily follow these directions, give them two directions to follow. (*Wiggle your nose, then blow yourself a kiss in the mirror.*)

MY OWN BADGE

Objectives: To follow oral directions about an art project
To develop a sense of self by designing a badge that represents oneself

Materials: badges with peel-off backs (such as those used for professional conferences); crayons or markers; stars, stickers, glitter, etc., to decorate the badges

Time Required: 20 minutes

Procedure: Decorate your own badge as a model. Tell the class all about it, explaining that they also will decorate badges to represent themselves.

Group children into small groups, each with a pile of decorations from which to choose. If they can, they should write their names, or ask you to do so. Then they can add decorations and pictures to create their own special badges. Finally they should peel off the backs of their badges and wear them. Encourage children to tell you why their badges are special for them. (*It has a bike, and I love riding my bike.*)



THE "ME SNACK"

- Objectives:** To decorate a rice cake so that it looks like oneself
To follow oral directions about a snacktime project
To develop a sense of self by creating an appropriate face from assorted edibles
- Materials:** rice cakes (one for each person); peanut butter; assortment of raisins, pumpkin seeds, bits of cheese, carob, banana chips, etc. (Foods from the bulk food section of a grocery store work well.)
- Time Required:** 20 minutes
- Procedure:** Set out an assortment of little foods on several paper plates. Spread peanut butter on all the rice cakes. Decorate one to look like a face, and use it as a model.
- Tell the children that they are going to have a special snack today—a "me snack." Show them that a rice cake can be a face, but it is missing hair, eyes, mouth, nose, and ears. Have them decorate their rice cakes to look like *their* own faces. Then comes the fun part—eating them! As children eat the rice cakes, encourage them to describe them and what they are doing. (*I am going to bite one coconut eyebrow. Boy, does my raisin nose taste good.*)

MIRRORED EMOTIONS

- Objectives:**
- To follow oral directions about how to show different emotions with one's face
 - To develop vocabulary about feelings (*angry, sad, surprised*)
 - To determine how one would feel in a given situation
 - To develop a sense of self by understanding how one's face looks during different emotions

- Materials:**
- a small mirror for each child or several full-length mirrors placed on their sides so four to six children can look at themselves in each one

- Time Required:** 20 minutes

- Procedure:**
- Give each child a small mirror or group several children in front of each full-length mirror. Tell them that today they are going to learn how to show different feelings using their faces. Ask children to show the following feelings: happy, sad, surprised, scared, angry. After each one, ask questions. (*How does your mouth look when you're sad? How do your eyes look when you're sad?*)

Next, read aloud the following situations. Ask the children to show how they would feel in each situation. Encourage them to use words to tell how they would feel. Children will call out answers, which is acceptable, but also encourage them to take turns. (*Bobby said he would feel happy if he got a new bike; raise your hand if you agree with him. Let's go around the room so each of you can take turns telling me how you would feel and why.*)

1. You just got a new bike.
2. Your dog got run over by a car.
3. Your brother broke your favorite toy.
4. You're going to the circus today.
5. You wake up in the night and hear a noise.
6. Your best friend is moving away.
7. Kids at school are calling you names.
8. It's your birthday.
9. You watch a scary movie with monsters.
10. You wake up to find a present for you under your pillow.
11. A bumblebee keeps flying around you.
12. Your grandmother is very sick.
13. You dream you're in a haunted house.
14. A big, mean-looking tiger is chasing you.
15. You're going to get an ice-cream cone.

Hints:

1. You may need to provide a model for children by showing them how your face looks when you feel these ways.
2. If children seem to be overly deliberate when looking in the mirror, have them try showing the emotions *without* looking in the mirror. As you see them correctly showing the emotions, suddenly hold up the mirror so they can see how their faces look.

ACTING OUT POEMS ABOUT SELF

- Objectives:** To listen attentively to poems as they are read
To act out the poems as they are read
- Materials:** small hand mirrors (one for each child)
- Time Required:** 20 minutes
- Procedure:** Give a hand mirror to each child for the first poem.
Read the following poems, and have children do the actions described in each. As you read, model the actions for the children.

Poems**Actions***My Tongue*

My tricky, tricky tongue
Does lots of tricky tricks.

Stick out tongue.

It goes in and out,
In and out, in and out.

Move tongue in and out.

It goes up and down,
Up and down, up and down.

Move tongue up and down.

It goes side to side,
Side to side, side to side.

Move tongue side to side.

It goes round and round,
Round and round, round and round.

Move tongue around in a circle.

My tricky, tricky tongue
Does lots of tricky tricks.

Stick out tongue.

The Only Me in the World

I'm the only me in the world.
There's no one else like me.
Nobody else can smile like me,
or frown like me,
or wink like me.

Point to self.
Shake head "no."
Smile.
Frown.
Wink.

I'm the only me in the world.
There's no one else like me.
Nobody else can walk like me,
or bow like me,
or sleep like me.

Point to self.
Shake head "no."
Walk.
Take a bow.
Pretend to sleep.

I'm the only me in the world.
There's no one else like me.
Nobody else can scratch like me,
or laugh like me,
or sneeze like me.

Point to self.
Shake head "no."
Scratch.
Laugh.
Sneeze.

I can do all these things in my own special way.
I can do all these things in my own ME way.

My Senses

I have five senses

Seeing

Hearing

Smelling

Tasting

Touching

My eyes are for seeing.

I can see with my eyes.

My ears are for hearing.

I can hear with my ears.

My nose is for smelling.

I can smell with my nose.

My tongue is for tasting.

I can taste with my tongue.

My fingers are for touching.

I can touch with my fingers.

I have five senses

Seeing

Hearing

Smelling

Tasting

Touching

Point to eyes.

Look around.

Point to ears.

Put hand in back of ear as if to listen.

Point to nose.

Smell in an exaggerated fashion.

Point to tongue.

Pretend to lap.

Wiggle fingers.

Touch something.

Repeat poems, and have children join you in saying them. Say each line and pause so children can fill in the missing word. (*I can hear with my _____.*)

THE "ME DANCE"

- Objectives:**
- To move in response to different types of music
 - To imitate the dance movements of others
 - To develop a sense of self by feeling one's body move to music
 - To orally describe how music makes one feel
- Materials:**
- tape recorder or record player; tapes or records of a variety of music (slow tempo, fast tempo, waltz, rock, lullaby, march);
 - enough open space for children to dance
- Time Required:** 20 minutes
- Procedure:**
- Tell the children that you are going to play different types of music. As you play each type of music, have children close their eyes for a few seconds and think about how the music "feels." Then have them open their eyes and dance the way the music makes them feel. After dancing for a few minutes, you might call attention to how one child is dancing. (*I like Jeremy's dance. Everyone try Jeremy's dance.*) Have children try to copy the dancing of that child.
- Then ask children to tell you how the music made them feel. If they have a hard time expressing their feelings, offer them choices. (*Did the music make you feel relaxed or excited? Happy or sad?*)
- Repeat activity with different types of music, calling attention to the dancing of different children.
- Hint:* If a child is reluctant to dance in front of others, encourage the child to participate by simply moving hands to the music.

SENSE AND TELL

- Objectives:** To learn about one's senses
To learn vocabulary about senses (sour, rough)
- Materials:** cotton ball dipped in perfume and wrapped in foil; sandpaper hidden in a paper bag; tongue depressors (one for each child); cup of lemon juice; magazine picture; piece of construction paper; kitchen timer; towel
- Time Required:** 20 minutes
- Procedure:** Assemble materials on a table.
- Discuss with children what the five senses are. Tell them they are going to use each of their senses today.
1. Let them smell a cotton ball that has been dipped in perfume. Ask them what sense they are using and to guess what they are smelling. Then show them the answer.
 2. Let them reach into a bag and feel a piece of sandpaper. Ask them what sense they are using and to guess what they are feeling. Then tell them the answer.
 3. Let children lick tongue depressors dipped in lemon juice. Ask them what sense they are using and to guess what they are tasting. Then tell them the answer.
 4. Let them see only part of a magazine picture (cover the rest of the picture with a piece of construction paper). Ask them what sense they are using and to guess what they are seeing. Then show them the answer.
 5. Let them hear a kitchen timer hidden behind a towel. Ask them what sense they are using and to guess what they hear. Then show them the answer.

Hint: As children do each activity above, they will be eager to shout out the answer. In order to give every child a chance to guess, have children whisper their answers to you as they take their turns. If children still tend to tell the answers, start each sense activity with a different child so the same children do not always go first.

ACTION STORY—THE DAY OUR SENSES WENT SILLY

- Objectives:** To listen attentively to a story as it is read
To act out the story as it is read
To learn about one's senses
- Materials:** cutouts on the following pages (one set for each person)
- Time Required:** 20 minutes
- Procedure:** Reproduce and cut out shapes. Give a set to each child, and keep one for yourself. While passing out the cutouts, say things like, "I'll pass a cat out to everyone who tells me what sound a cat makes."
- Ask children if they know what their senses are. Discuss what each of the five sense organs does. (*What do your eyes do? Your nose?*) Tell them that you are going to read a funny story about how their senses went silly. As you read the story below to the class, you and the children should do the actions in the story.

The Day Our Senses Went Silly

One day when we woke up, our senses were all mixed up. Our eyes couldn't see, and our nose couldn't smell. None of our senses worked right. They were all mixed up.

First, we picked a flower. We tried to smell it with our noses. But that didn't work. We had to smell with our eyes. We smelled the flower with our eyes. Aaaah, it smelled so great!

Next the phone rang. We picked up the receiver and said, "Hi." But we couldn't hear the other person. We had to listen with our hands. We held the phone to our hands and we listened to the other person.

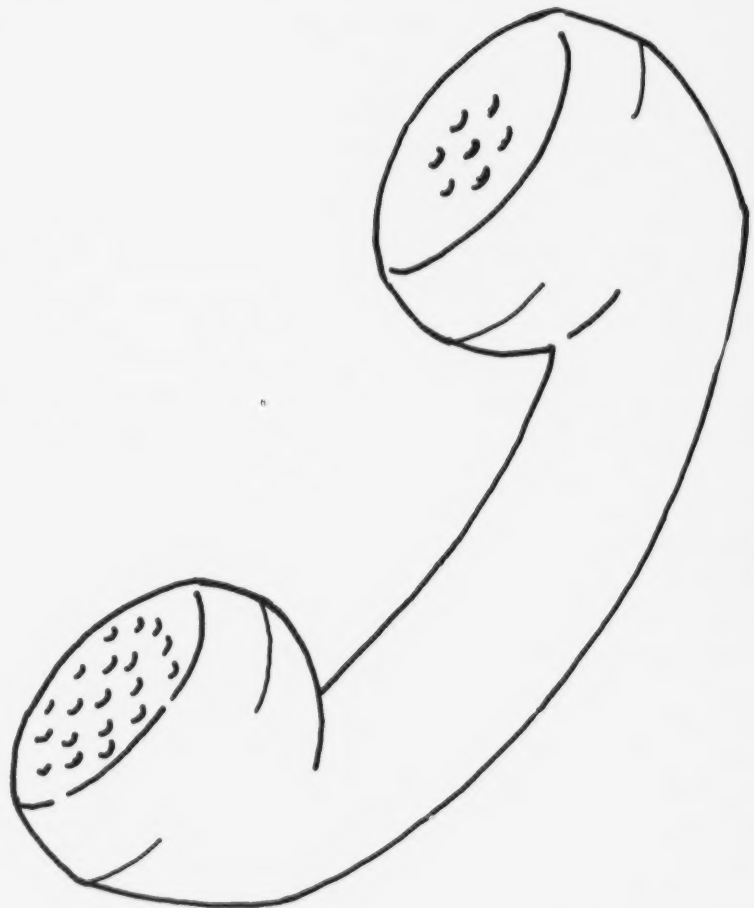
Then we got out our telescope. We tried to look through the telescope with our eyes, but we couldn't see. We held the telescope up to our mouths and looked all around the room. It looked great.

Then our cat came up to us. We tried to pat her soft fur with our fingers, but we couldn't feel a thing. So we patted our cat with our ears. The cat liked it.

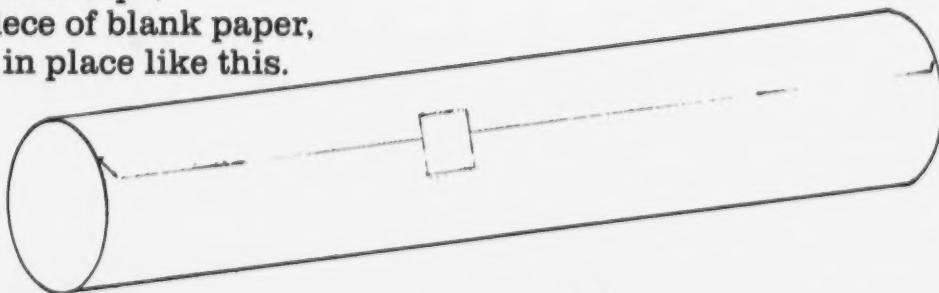
Finally we went to get ice-cream cones. We tried to lick the ice cream with our tongues, but we couldn't taste a thing. So we tasted with our noses. The ice-cream cones tasted so good, we ate them all up.

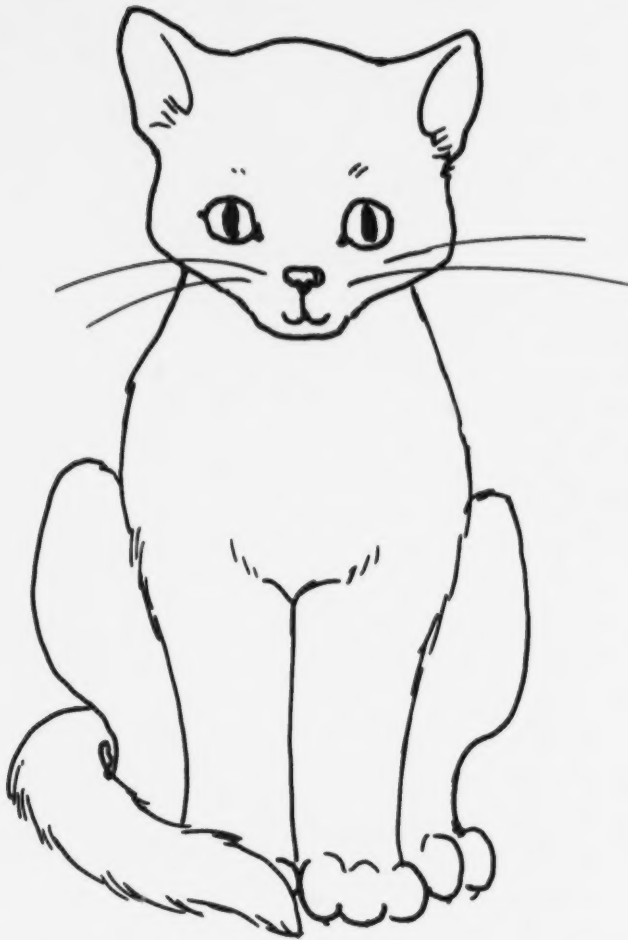
THE END

- Hints:**
1. If the children are still attentive after you've read the story, read it again so they become more adept at acting it out.
 2. If some children are *not* acting out the story, pause and say something like, "Now everyone pat your cat with your ear."
 3. Let children take home their cutouts and show and tell the story to their parents.



**To make a telescope,
roll up a piece of blank paper,
and tape it in place like this.**





FAMILY, HOME, AND FRIENDS

After listening and talking about themselves in the previous section, preschoolers are ready to move on to their next most "comfortable" topic—family, home, and friends. Almost everyone has a family, a home, and friends, even though exactly who and what they are may vary from person to person.

In this four-week section, preschoolers will learn to: follow oral directions about family paper dolls; add appropriate sound effects to a story about a baby; act out stories as they are read orally; describe family members and friends; solve oral riddles; identify taped household sounds; and ask questions to determine which child in the classroom is the "secret friend."

FAMILY DIRECTIONS

Objectives: To follow oral directions about paper dolls
To learn concepts such as *above, on, in back of/in front of, side by side, upside-down*

Materials: paper-doll cutouts on the following pages (one set for each child)

Time Required: 20 minutes

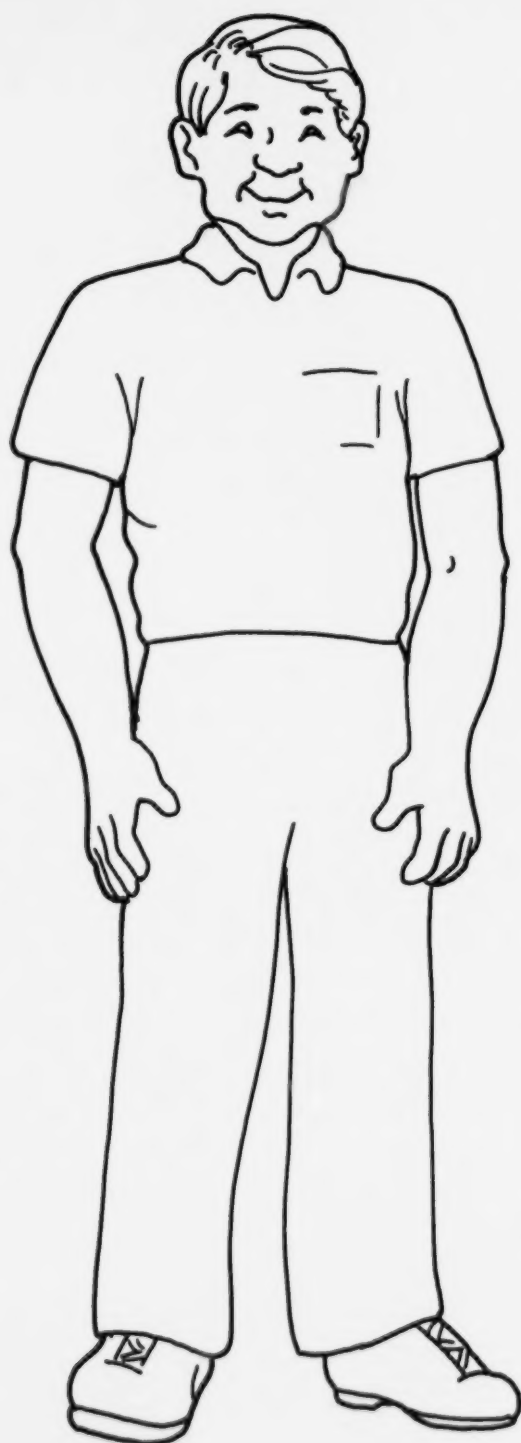
Procedure: Reproduce, color (optional), and cut out paper dolls.
Give a mother and a father paper doll to each child. Tell them to use their paper dolls to follow your directions. After following each direction, children should lay the paper dolls in front of them, showing they are ready for the next direction.

Possible directions

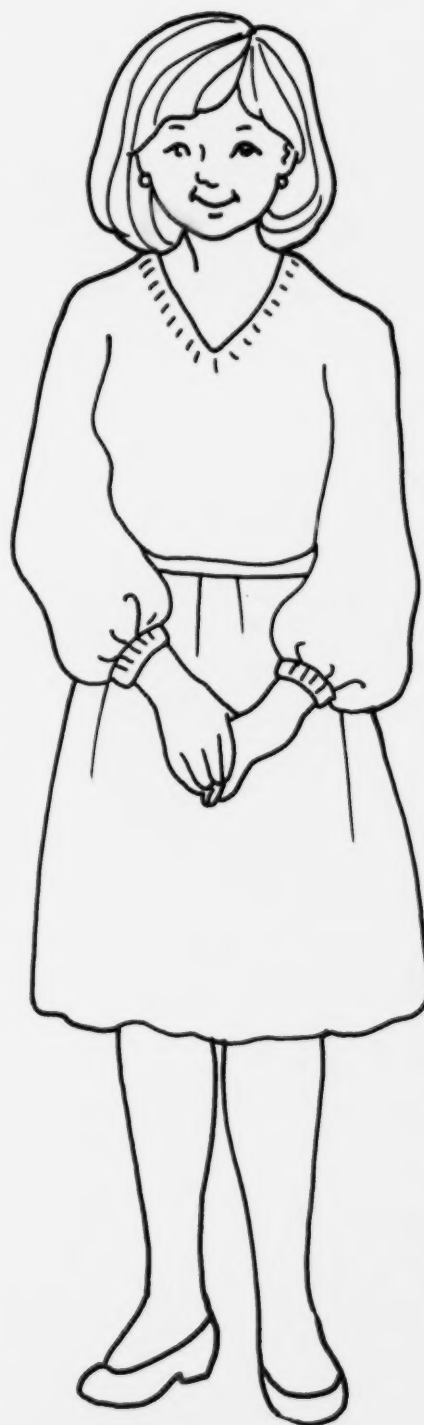
1. Put your mother in back of you.
2. Put your father above your head.
3. Sit your father on your knee.
4. Put both parents on your lap.
5. Stand your mother on your nose.
6. Hold your father in front of your mother.
7. Stand your mother on your shoulder.
8. Make your father kiss your elbow.
9. Make your father pick up your mother.
10. Make your mother and father stand side by side.
11. Pat both of your parents' heads.
12. Make one of your parents stand upside-down.

Allow children to take turns "playing teacher," giving directions to the rest of the class.

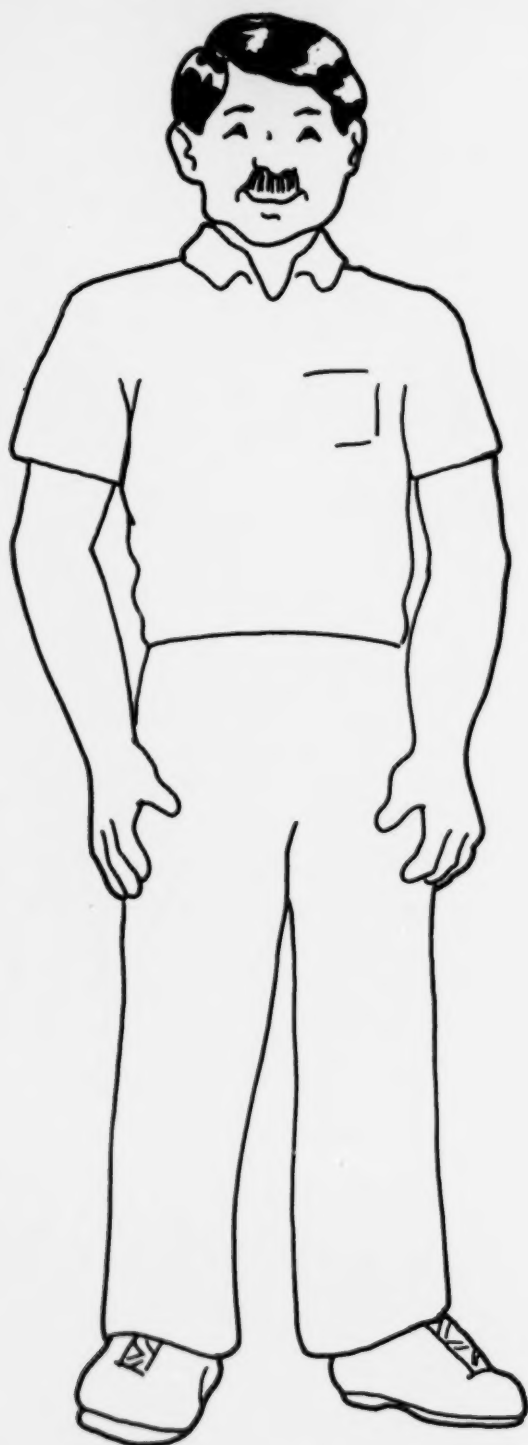
Hint: Paper dolls have been drawn to reflect some racial/ethnic variation. If you wish, children may select their paper-doll cutouts before you reproduce them.



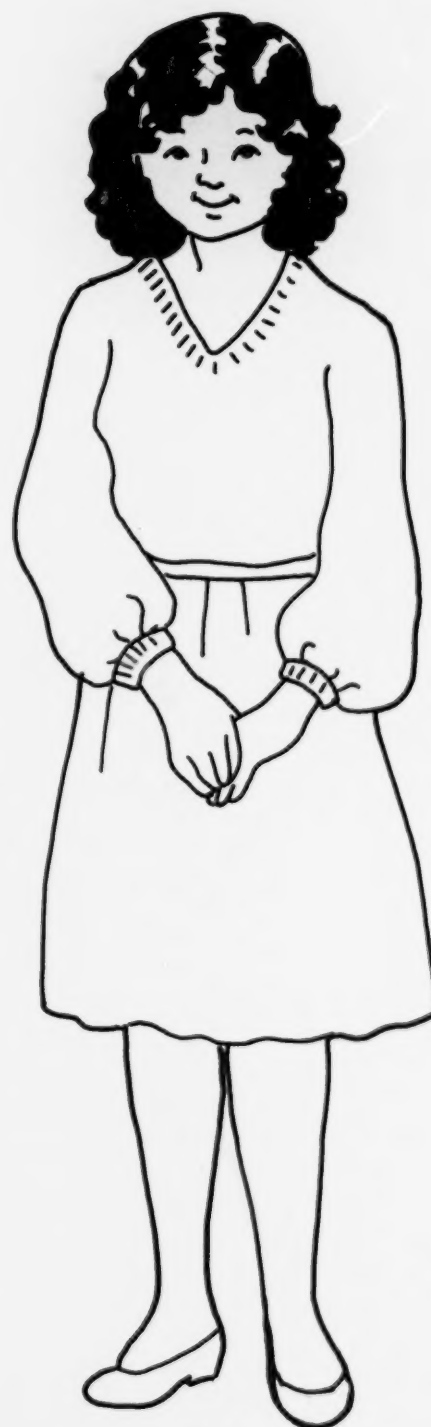
Father



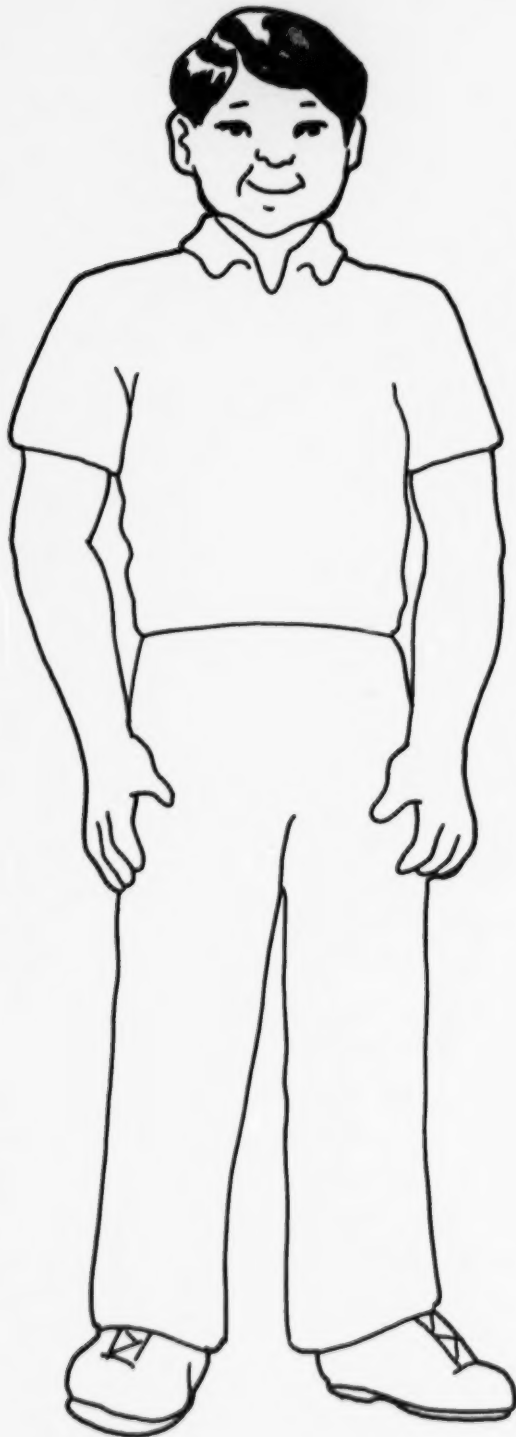
Mother



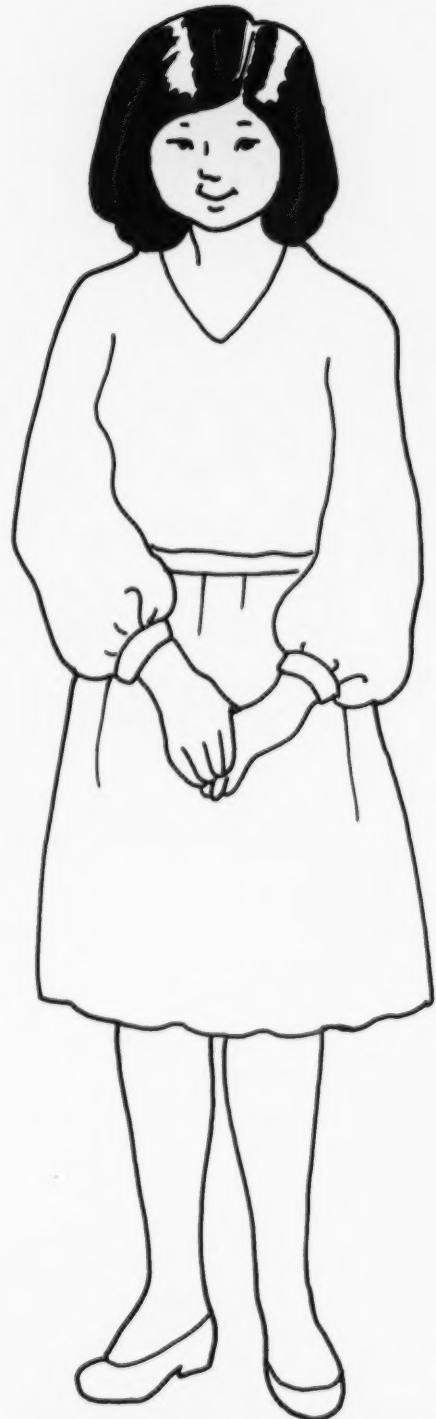
Father



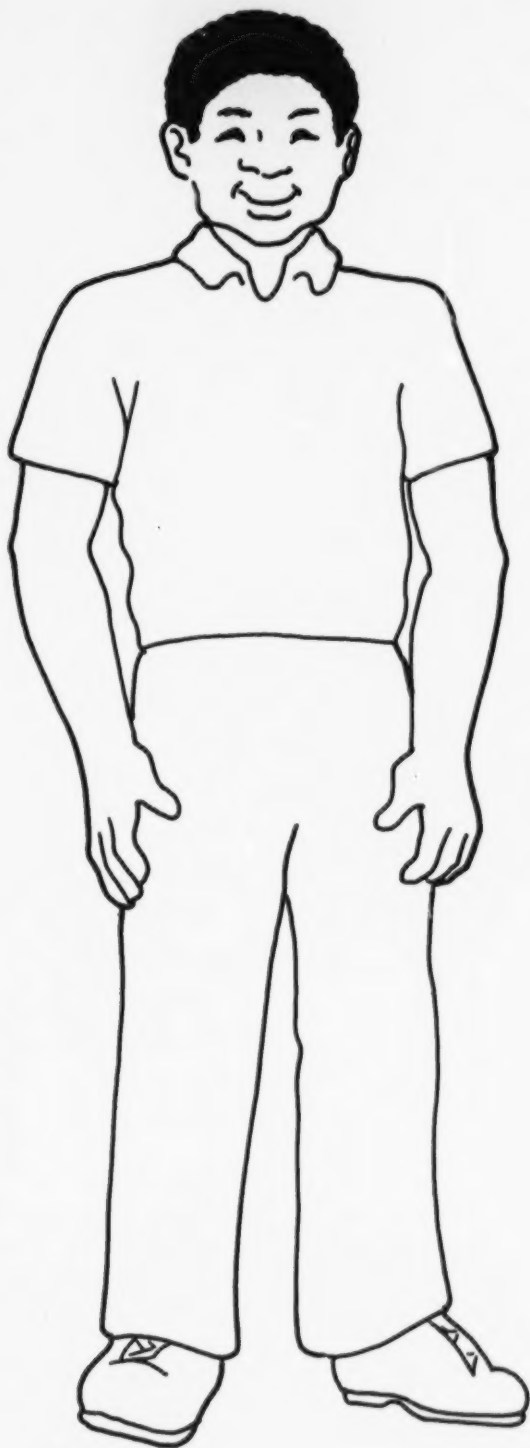
Mother



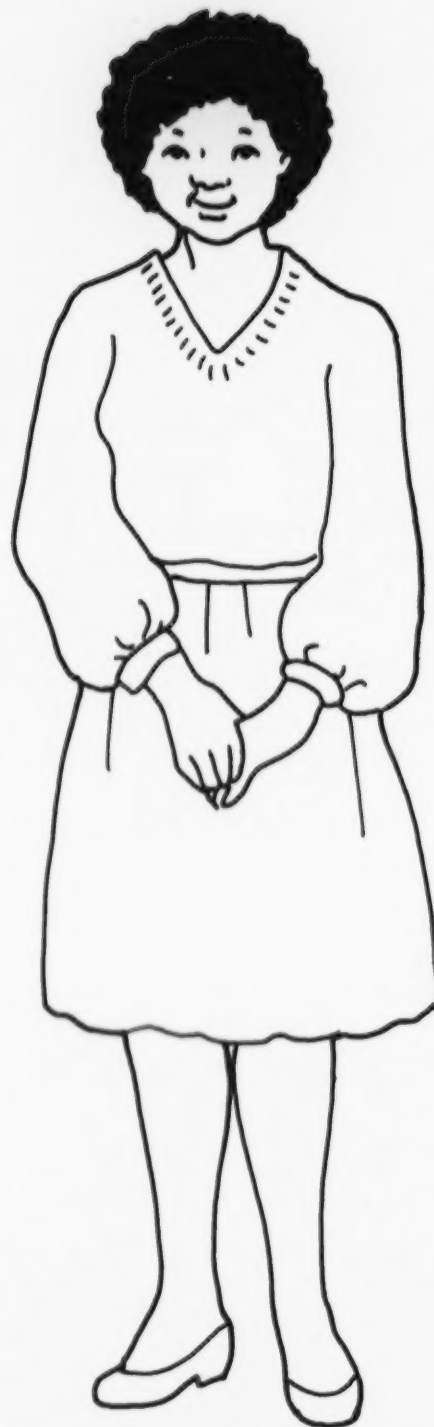
Father



Mother



Father



Mother

TAPED STORY—THE BABY WHO WOULDN'T STOP CRYING

- Objectives:** To add appropriate sound effects while listening to a story
To listen attentively to a taped story
- Materials:** tape recorder; blank tape
- Time Required:** 20 minutes
- Procedure:** Ask children if any of them have a baby at their house. Ask those with a baby what it's like to have a baby at home. Does the baby at their house ever cry? How do they get the baby to stop crying? Then have children help you with the following story. One child should be the baby, and the rest of the children should do what the story tells them to do.

The Baby Who Wouldn't Stop Crying

One day the baby woke up in the morning, and he was crying loudly. He kept crying and crying. We tried to get him to stop. We made baby sounds like, "Cootchie-coo." (**Everyone: "Cootchie-coo."**) But he still kept crying.

Next we tried singing to the baby, "Rock-a-bye baby." (**Everyone: "Rock-a-bye baby."**) But the baby cried on and on.

Since that didn't work, we tried yelling at the baby. We yelled, "Stop it!" (**Everyone: "Stop it!"**) But that didn't stop the baby. He cried even louder.

It didn't seem like we'd ever get the baby to stop crying, so we all hummed as loud as we could so we wouldn't hear the baby. (**Everyone: "Hmmmmmm."**) But the baby cried even louder. We could still hear him.

We were so upset that we just cried and cried. (**Everyone: "Wah! Boo-hoo!"**) When we stopped crying, we listened. It was silent. The baby had stopped crying so he could watch us cry! At last we had found the secret to stopping the baby's crying. We were so glad, we shouted, "Hooray!" (**Everyone: "Hooray!"**)

THE END

Practice the story several times, then record the story on tape. Play the tape back so children can listen to themselves.

Hint: Keep the tape in your room at a listening center for a week, allowing children to listen to it if they are interested.

MASK STORY—THE DAY THE COUCH GAVE OUT

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors; three or four classroom chairs lined up to look like a couch; blanket to put over chairs like a couch cover
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.

Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

The Day the Couch Gave Out

One day Mother sat on the couch. She felt it and bounced up and down on it. Then she yelled, "Father, come here this minute." (**Mother: "Father, come here this minute."**) Father hurried into the room. He looked at Mother.

She said, "Father, we need a new couch. This one is old and worn out. (**Mother: "Father, we need a new couch. This one is old and worn out."**)

Father replied, "Well, get up and let me look at it." (**Father: "Well, get up and let me look at it."**) Mother stood up and Father looked all around the couch, on top of it, under it, and in back of it.

Then he said, "This couch is fine, Mother." (**Father: "This couch is fine, Mother."**)

Mother just pointed her finger at father and said, "We'll see." (**Mother: "We'll see."**) Mother went off one way, and Father went off the other way.

Later there was a knock at the door. It was Grammy and Grandpa. Mother and Father opened the door and let them in. They said, "Sit on the couch, Grammy and Grandpa." (**Mother and Father: "Sit on the couch, Grammy and Grandpa."**) Grammy and Grandpa sat down on the couch.

Then Brother and Sister came running into the room. They crawled up on the couch and sat beside Grammy and Grandpa. Then Mother and Father sat down, too.

Suddenly, the couch gave out, and they all crashed to the floor. Mother pointed a finger at Father and said, "See, Father?" (**Mother: "See, Father?"**) Father simply nodded his head. I guess this time Mother knew best!

THE END

After the story, discuss with the class what the family might do to solve the problem with the couch. Repeat the story as time permits, giving parts to different children.



Sister



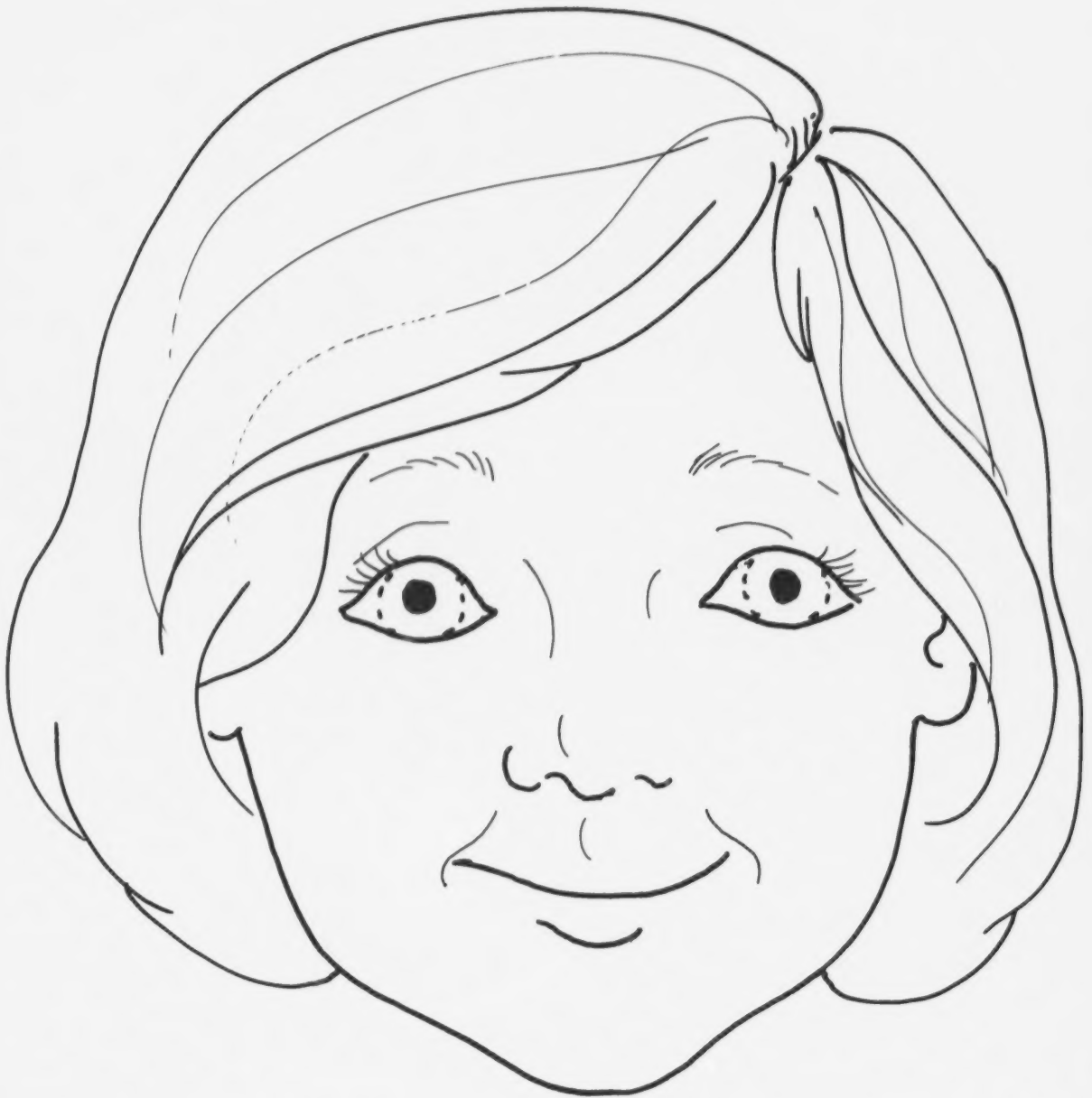
Sister



Sister



Sister



Mother



Mother



Mother



Mother



Brother



Brother



Brother



Brother



Grammy



Grammy



Grammy



Grammy



Grandpa



Grandpa



Grandpa

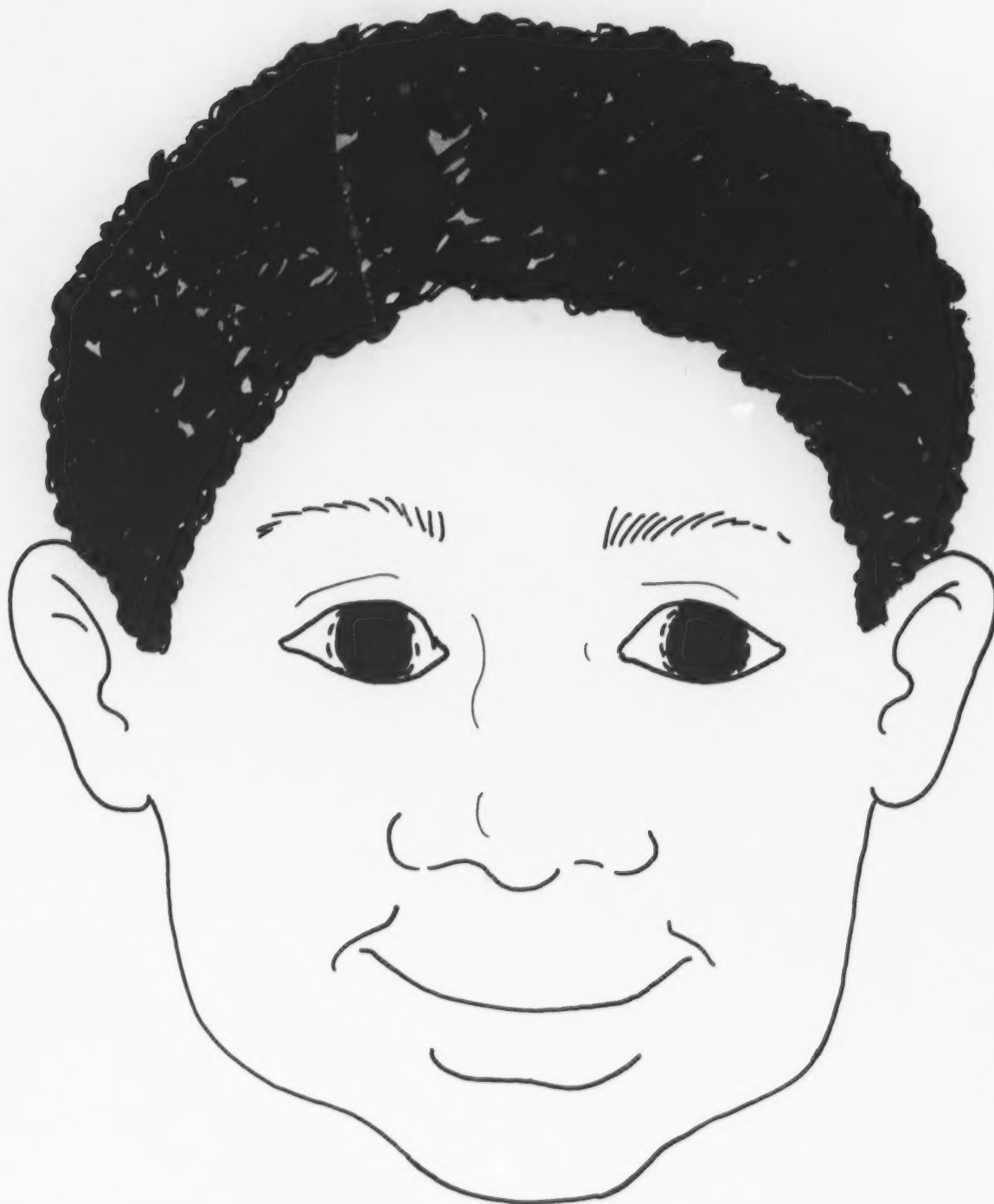


Grandpa



Father

72



Father



Father



Father

FAMILY BOOKS

Objectives: To develop a sense of family by making a book about one's family
To dictate a sentence about each member of one's family

Materials: paper-doll cutouts on the following pages (enough copies so children can have paper dolls to represent all members of their families, including themselves); glue sticks; construction paper to make books (one for each person); hole punch; brass fasteners, yarn, or ribbon

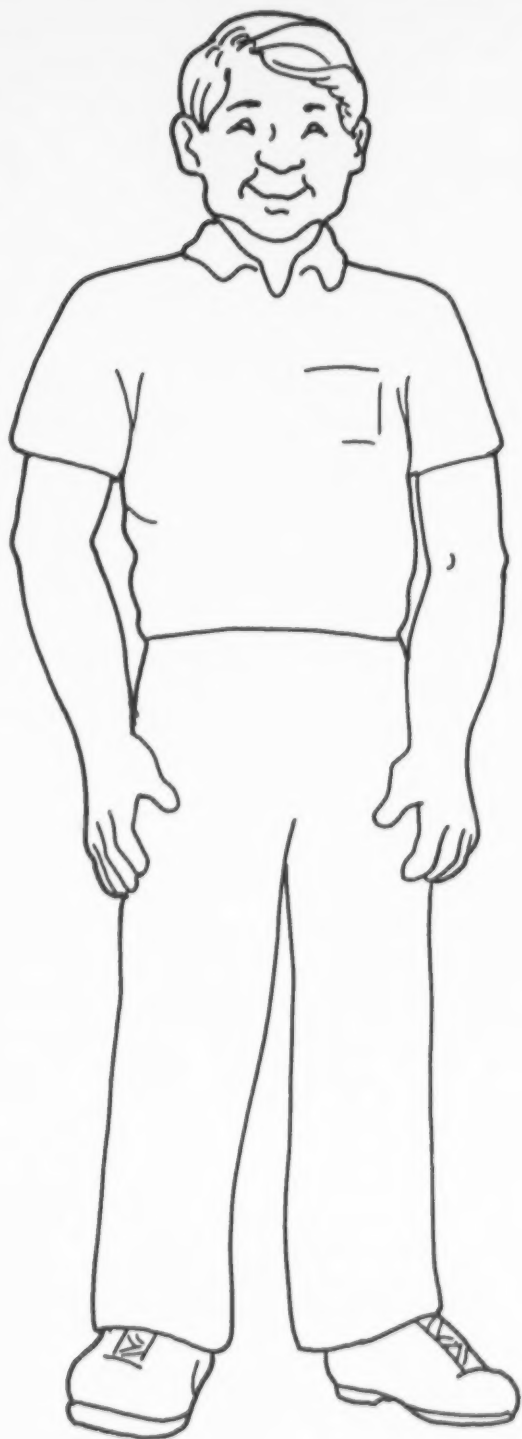
Time Required: 25 minutes

Procedure: Make books by punching holes in the construction paper and attaching pages together with fasteners, yarn, or ribbon. Complete ahead of time a book about your family to share with the children.

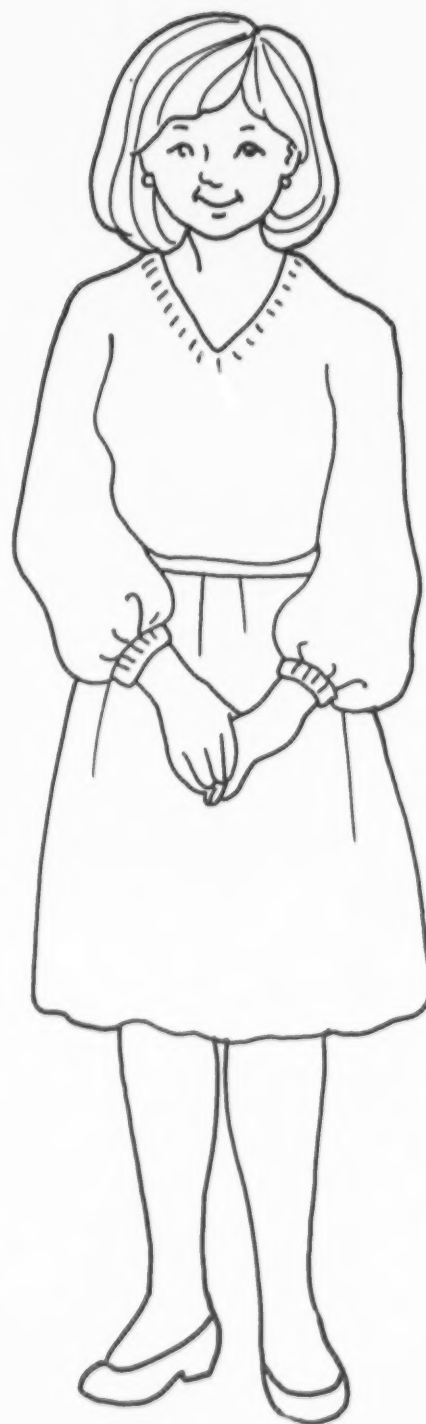
Give each child a book. Have children select a cutout for *each* member of their families. For example, a child with two brothers would pick two boy cutouts—one for each brother. Then have them glue their cutouts into their books. Children should dictate a sentence to you about each person in their families. Write them below the appropriate cutouts. Each sentence should tell something special about the family member. Allow children to take their books home to share with their families.

Hints:

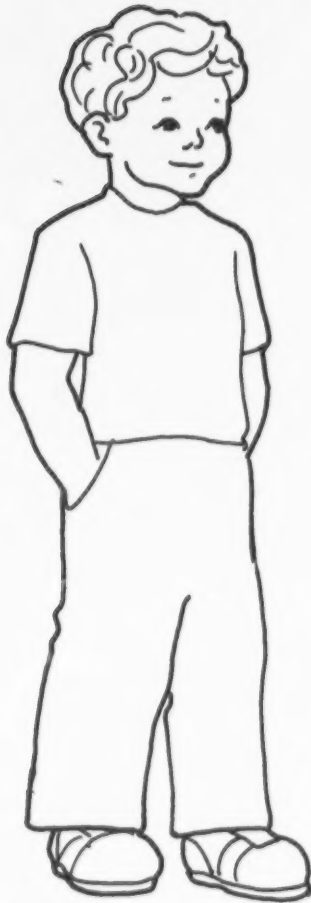
1. If you have only enough time to write one dictated sentence for each child, send a note home asking parents to help the child with the rest of the dictated sentences.
2. For step-families or extended families, allow children the option of including just family members that live with them or including *all* of their family members, even those that do not live with the children.
3. These books are great to have on display at open house. Parents will be pleased to see their child's special family book.



Father



Mother



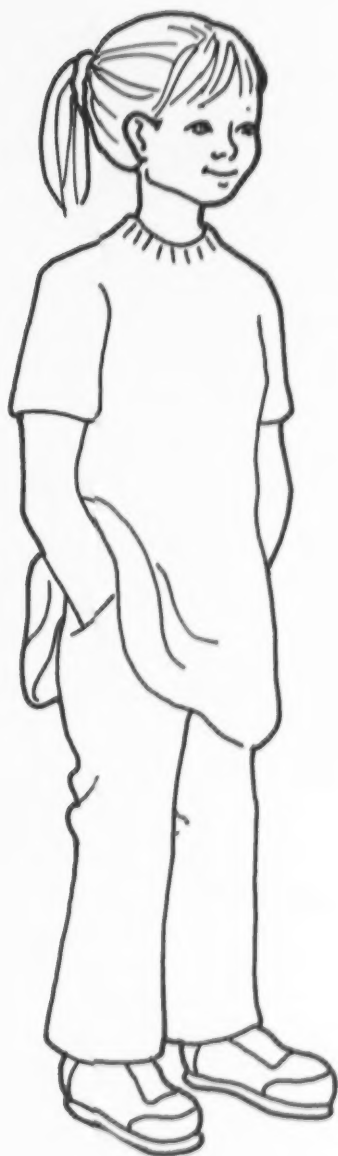
Little Brother



Little Sister



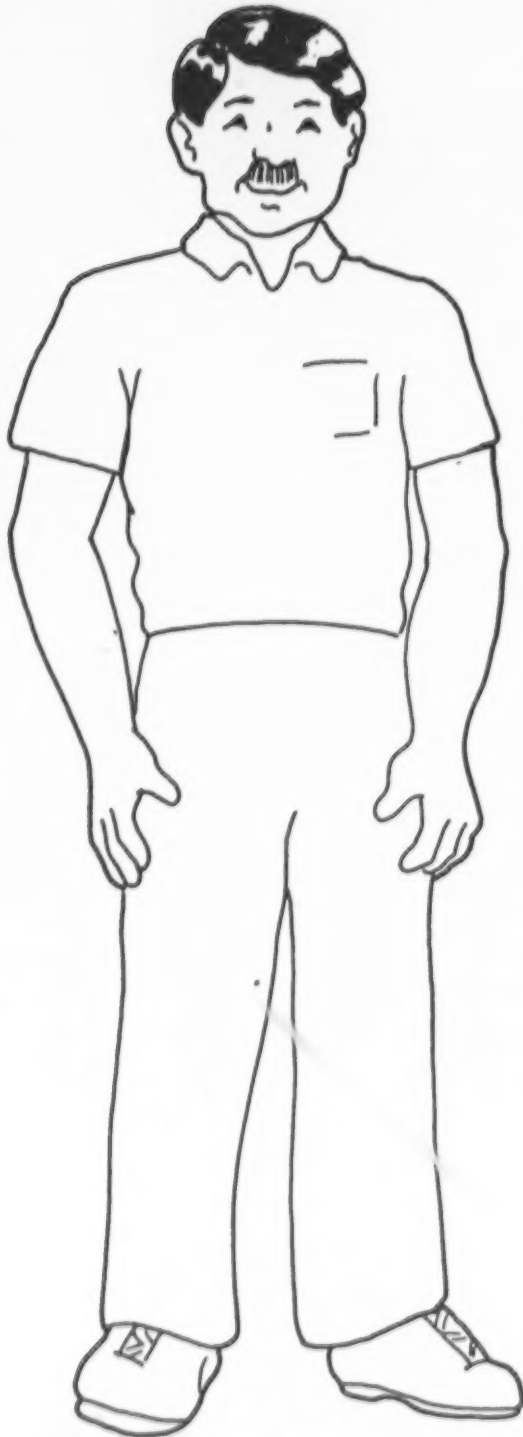
Baby



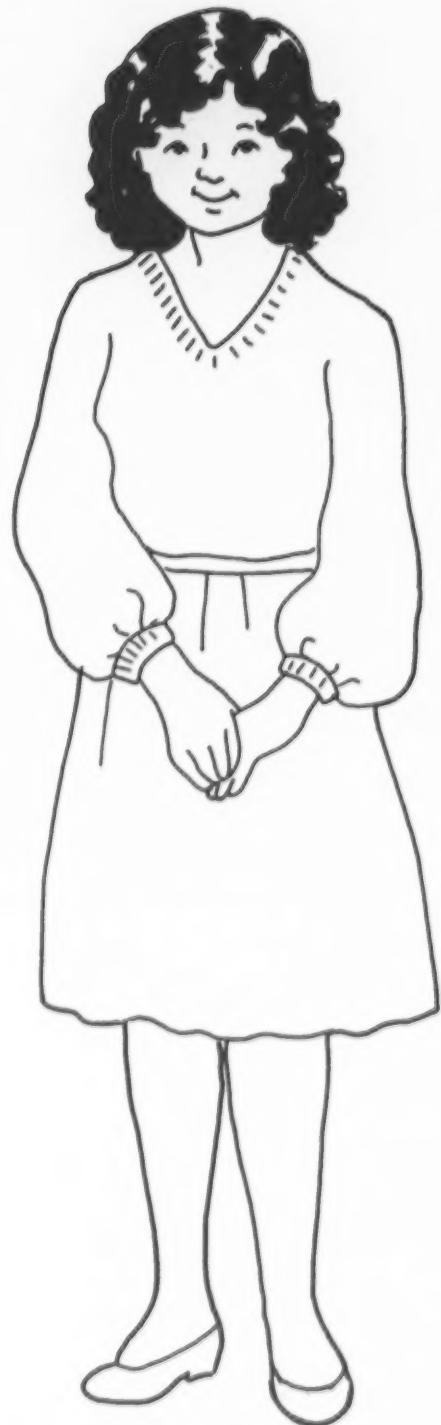
Big Sister



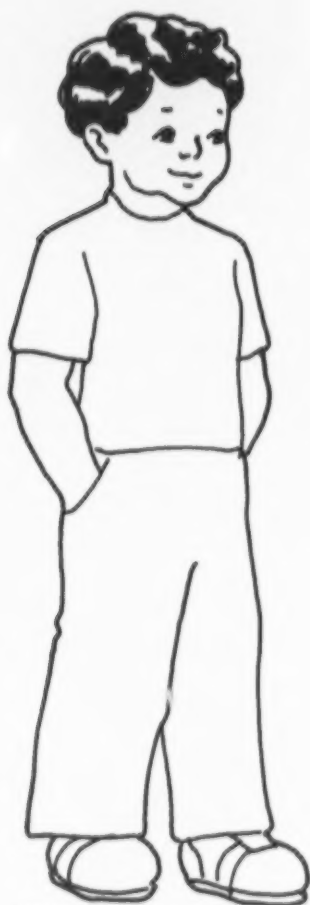
Big Brother



Father



Mother



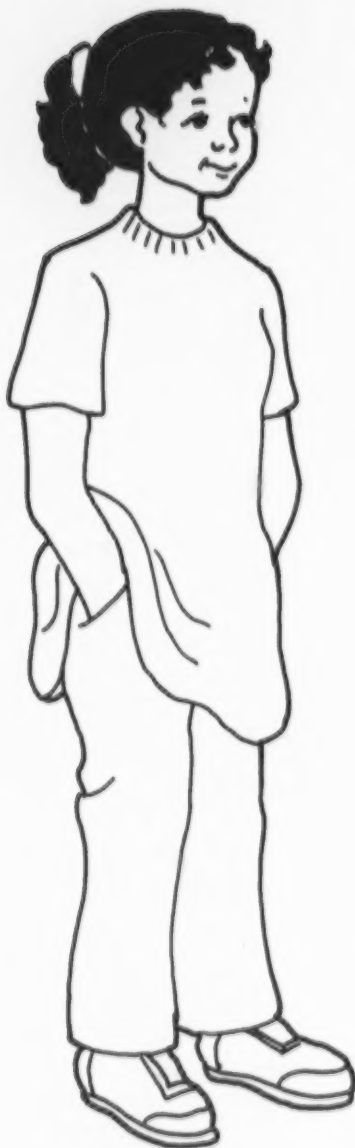
Little Brother



Little Sister



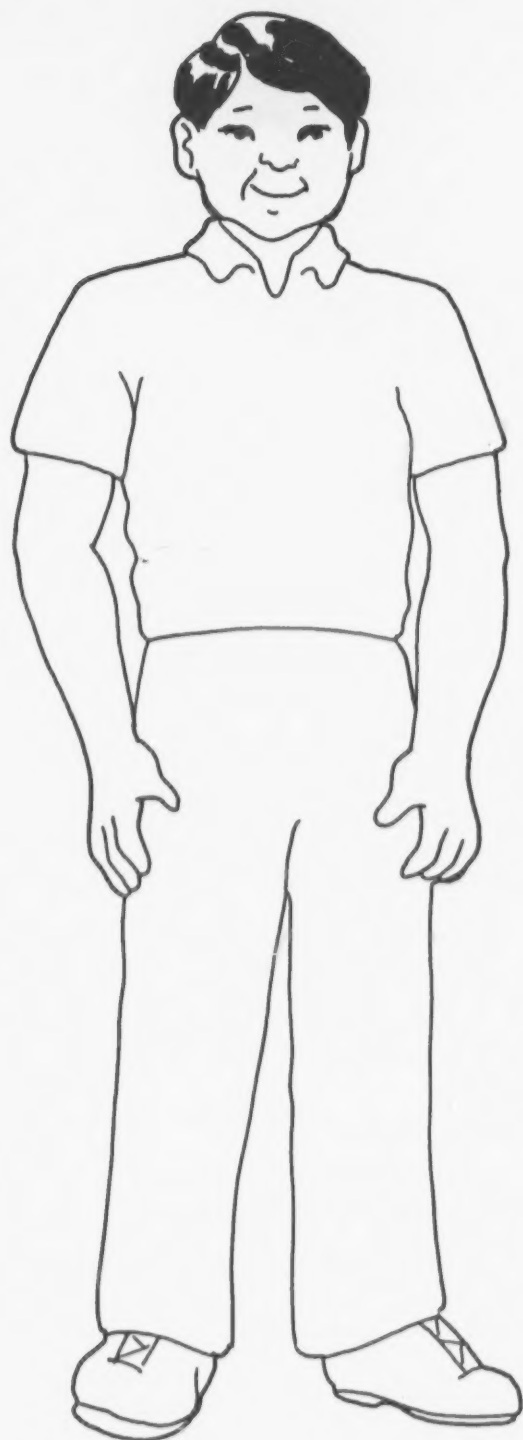
Baby



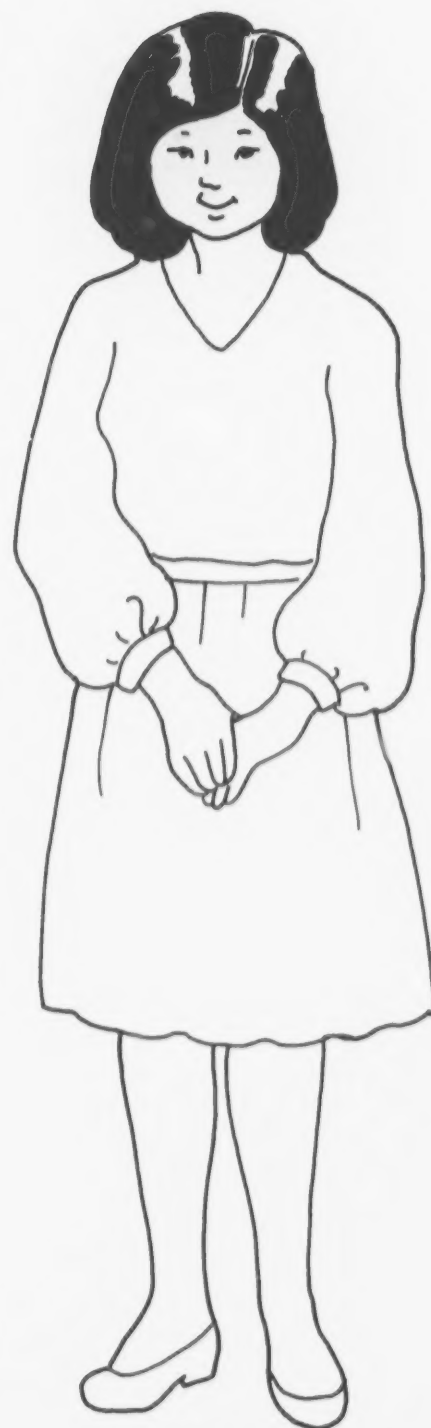
Big Sister



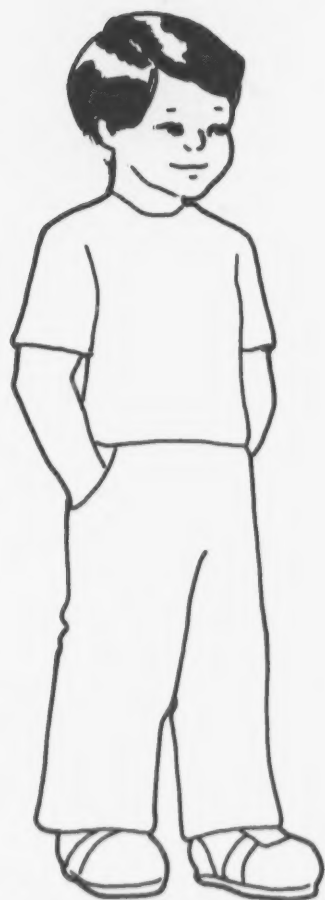
Big Brother



Father



Mother



Little Brother



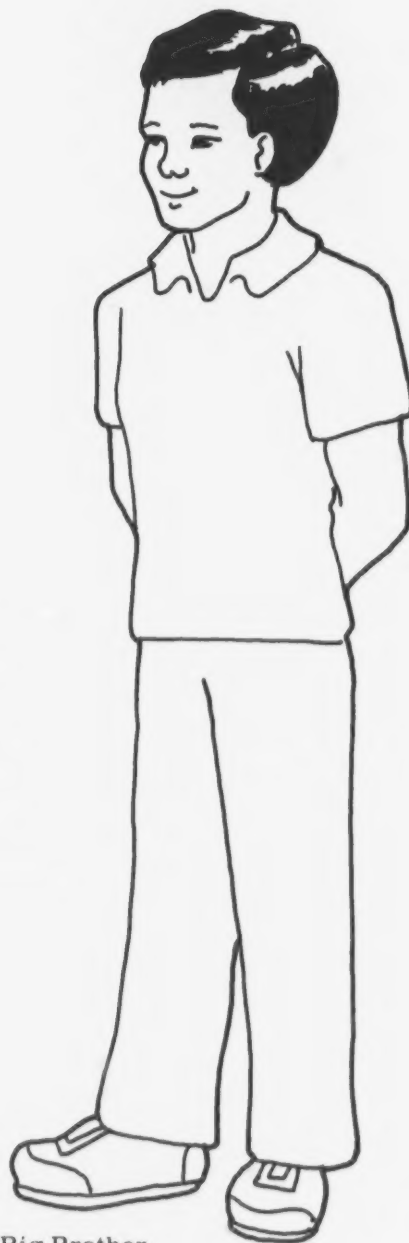
Little Sister



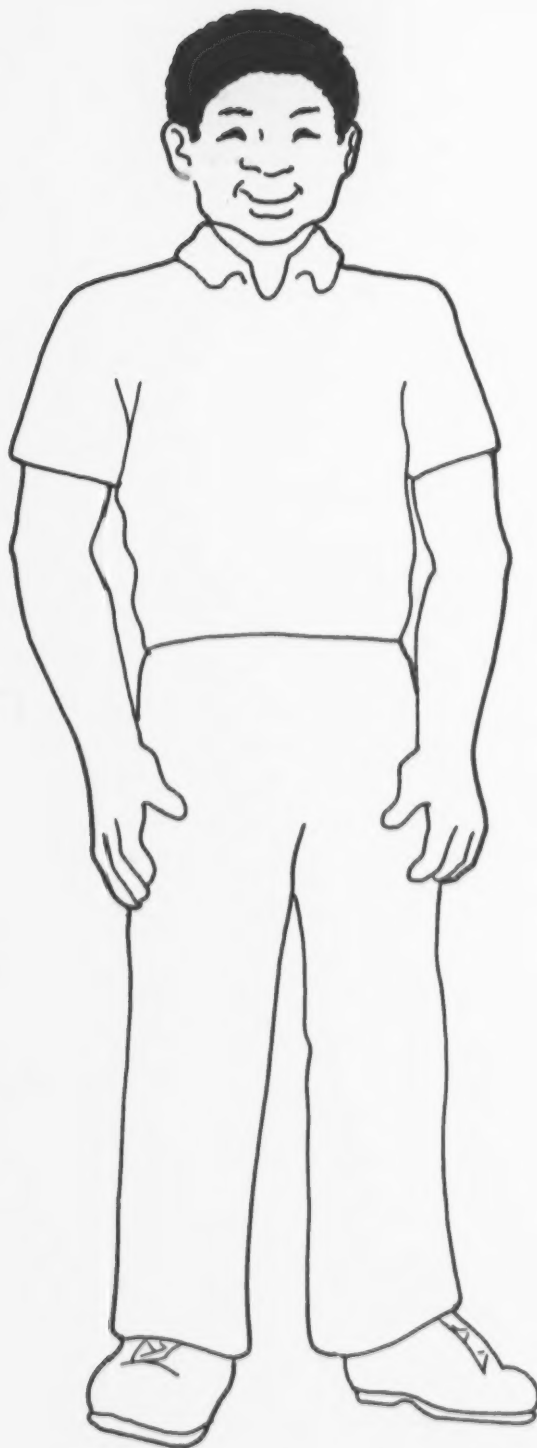
Baby



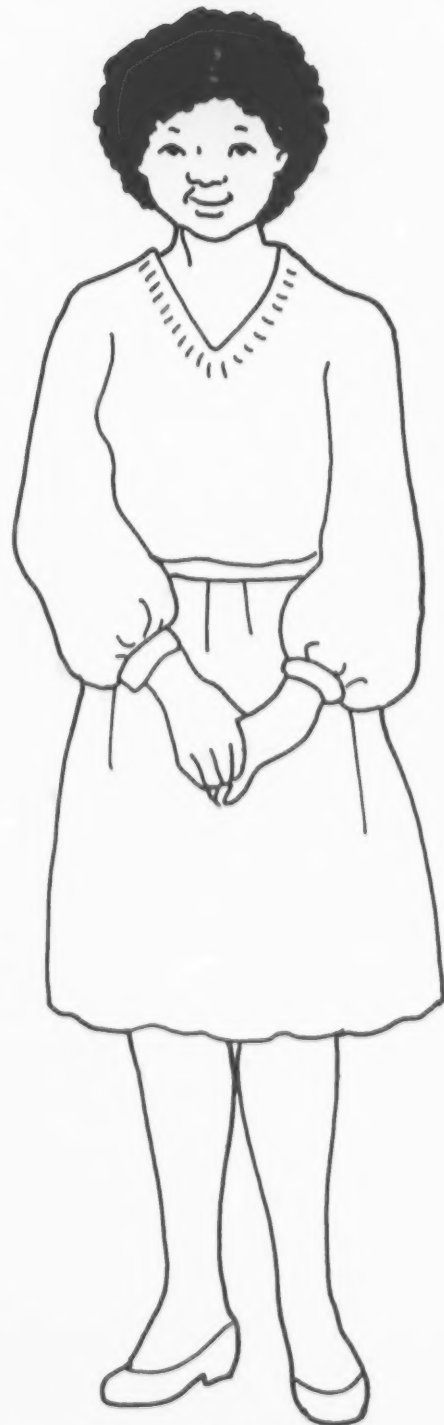
Big Sister



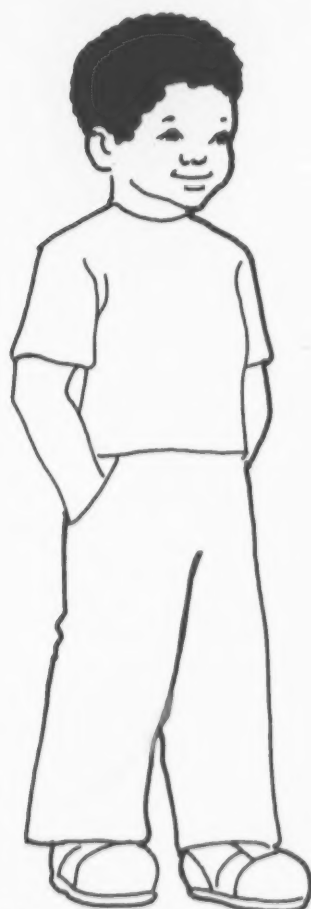
Big Brother



Father



Mother



Little Brother



Little Sister



Baby



Big Sister



Big Brother

FAMILY PHOTOS

- Objectives:** To describe one's family members
To listen attentively to family descriptions as told by others
To develop a sense of family
- Materials:** family photographs (one from each person)
- Time Required:** 20 minutes
- Procedure:** Bring in a current family photograph from home, and have each child bring one also. Show your family photo and describe your family to the class:
- This is my husband, Paul. He is an English teacher at a high school. You can see he has a moustache and wears glasses. This is my son, Lucas. He's 8 years old and in second grade. He likes baseball and reading. This son is Seth. He's 7 years old and in first grade. He's good at gymnastics and loves to play in water. Here's my daughter, Kylee. She's 2 years old. She's getting to be a good talker and she likes Big Bird.*
- Have children pair off and take turns describing their family photos to each other. As time permits, have children find new partners and do the activity again.

PAPER-DOLL STORY—THE FAMILY IN THE MORNING

- Objectives:** To listen attentively to a story as it is read
To use paper dolls in acting out the story as it is read
- Materials:** paper-doll cutouts on the following pages (one set for each person)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out paper dolls.
Give a set of paper dolls to each child, and keep a set for yourself. As you read the following story aloud, use the paper dolls to act out the story with the children.

The Family in the Morning

It was nighttime and Father, Mother, Sister, and Brother were all sound asleep.

In the morning, Father was the first one out of bed. He washed up and got dressed. Then he quietly tiptoed into the kitchen. He cooked a nice breakfast for everyone. He stirred the scrambled eggs, buttered the toast, and poured some orange juice. Then he yelled, "Come and get it." **(Everyone: "Come and get it.")**

Mother jumped right out of bed. She was starved. She said, "It smells delicious." **(Everyone: "It smells delicious.")** She hurried into the kitchen and started to eat.

But Brother and Sister were sleepyheads this morning. They just stayed in bed.

Father went into their rooms and yelled, "Get up! Your breakfast is getting cold." **(Everyone: "Get up! Your breakfast is getting cold.")**

Brother and Sister slowly got out of bed and walked into the kitchen. They ate their breakfast.

It was time for Father to leave for work, so he kissed everyone good-bye and left.

Mother washed up, brushed her teeth, and got dressed. Then she put some clothes into the washer.

Brother's turn was next. He washed up, brushed his teeth, and got dressed. Then Sister did the same thing.

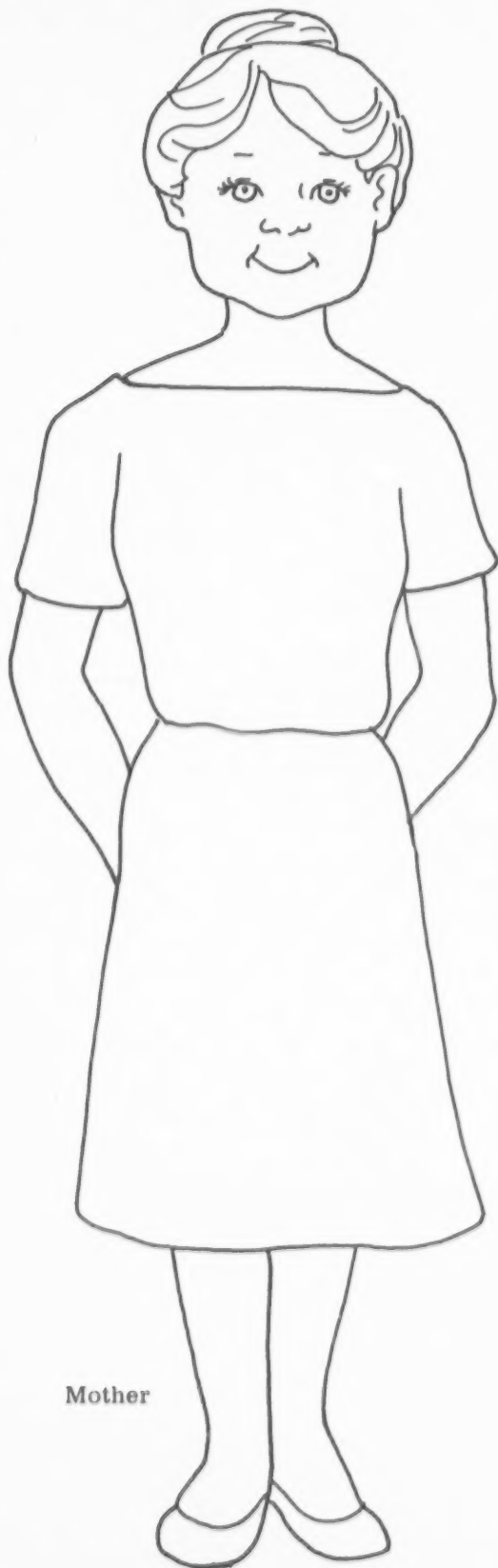
Brother and Sister made their beds and did the dishes. Brother washed the dishes and Sister wiped them.

Mother yelled, "I hear the bus coming!" **(Everyone: "I hear the bus coming!")** Brother and Sister hurried to give Mother a kiss and ran out and got on the bus.

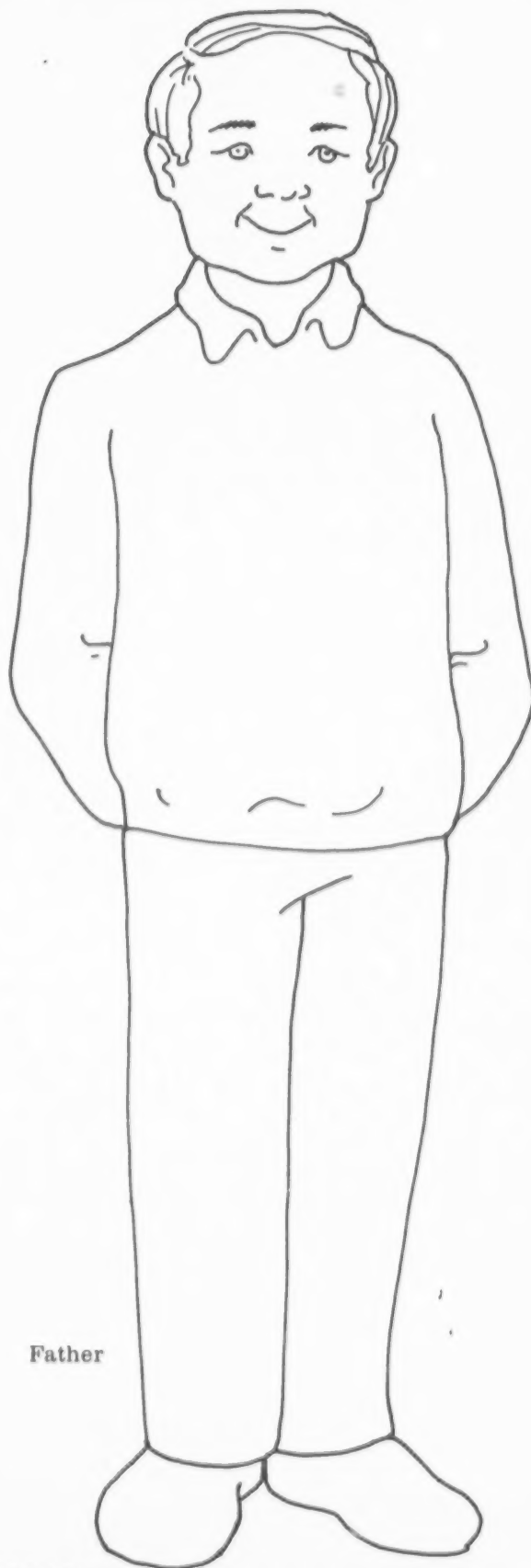
Finally, Mother left the house to drive to work. The family had started another day.

THE END

Discuss with children what happens at their own houses each morning. Do they have any chores? Who cooks breakfast? Who leaves first? etc.



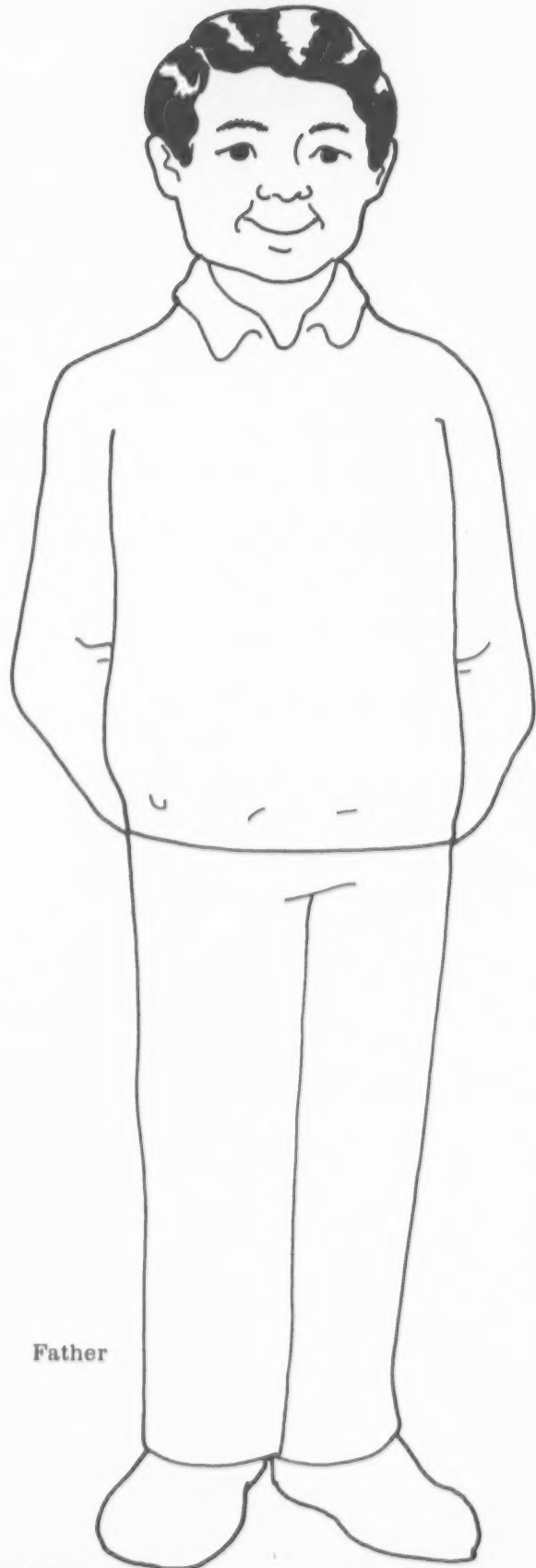
Mother



Father



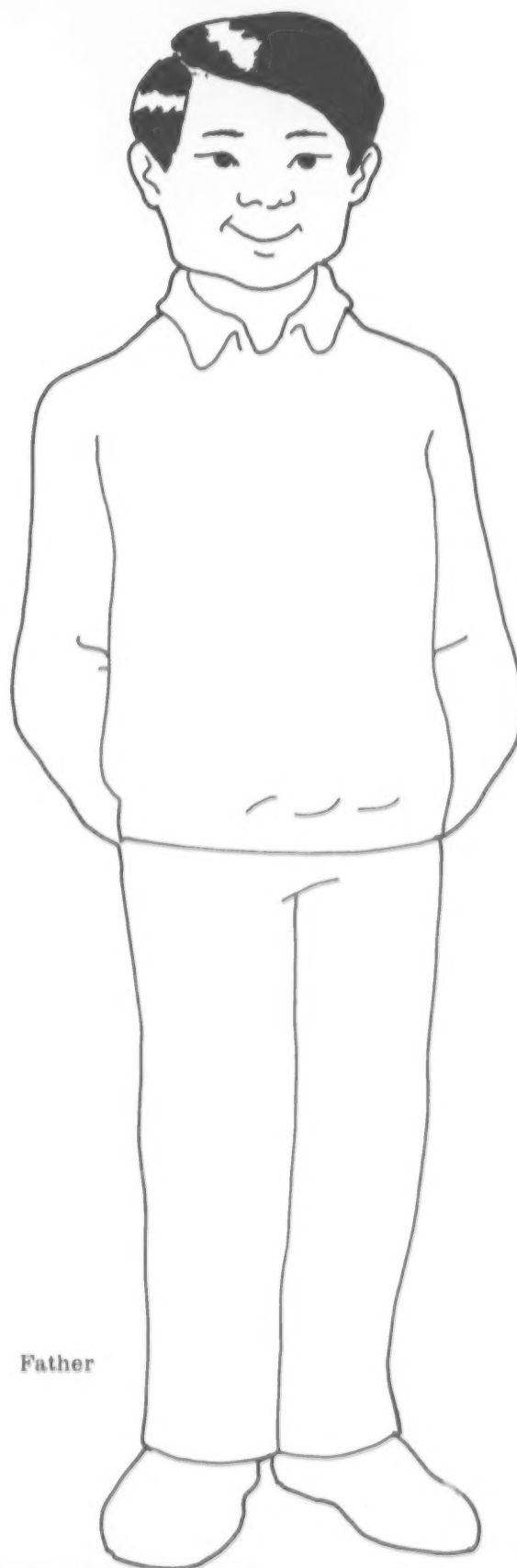
Mother



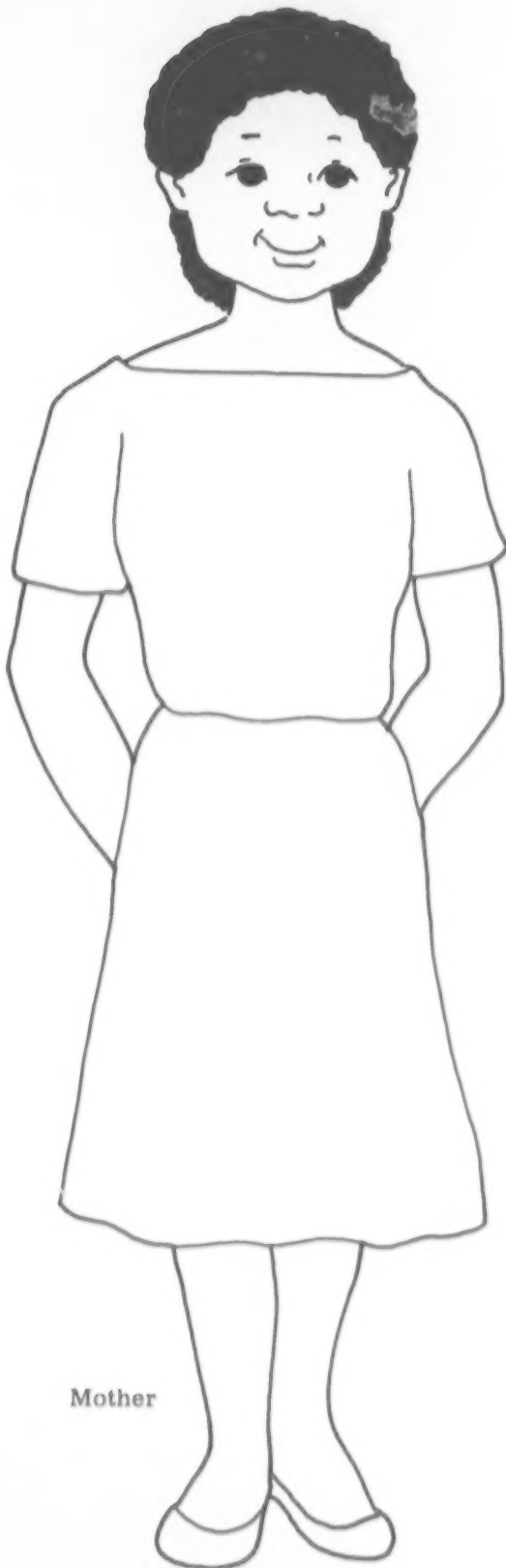
Father



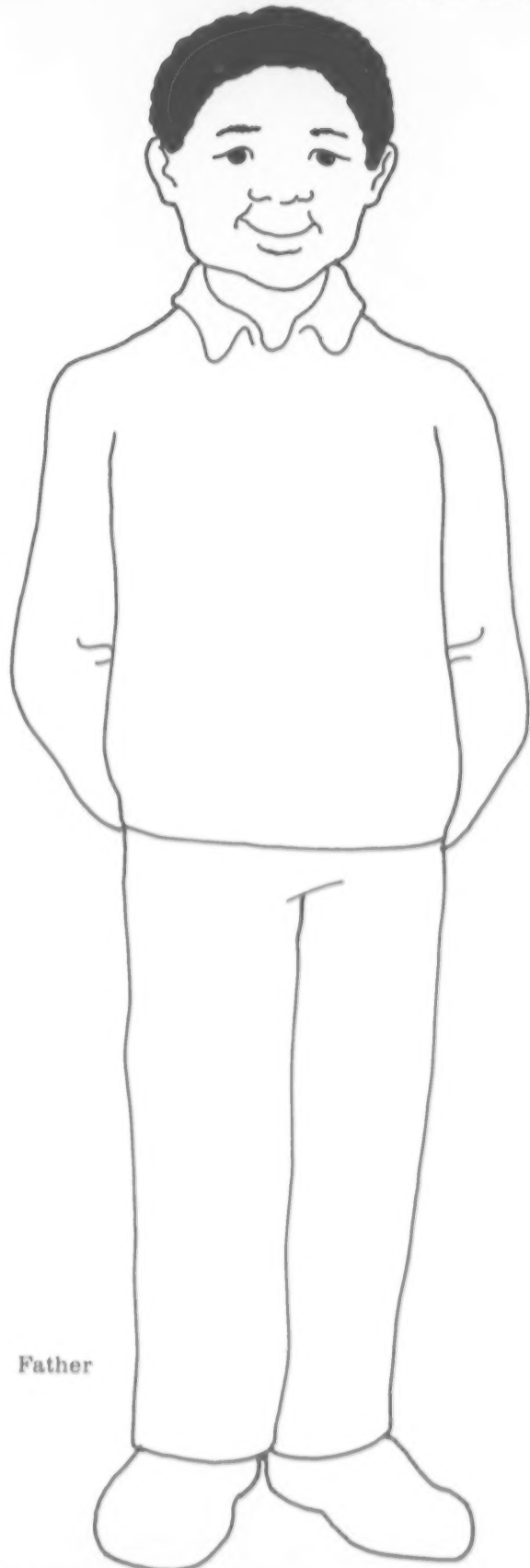
Mother



Father



Mother



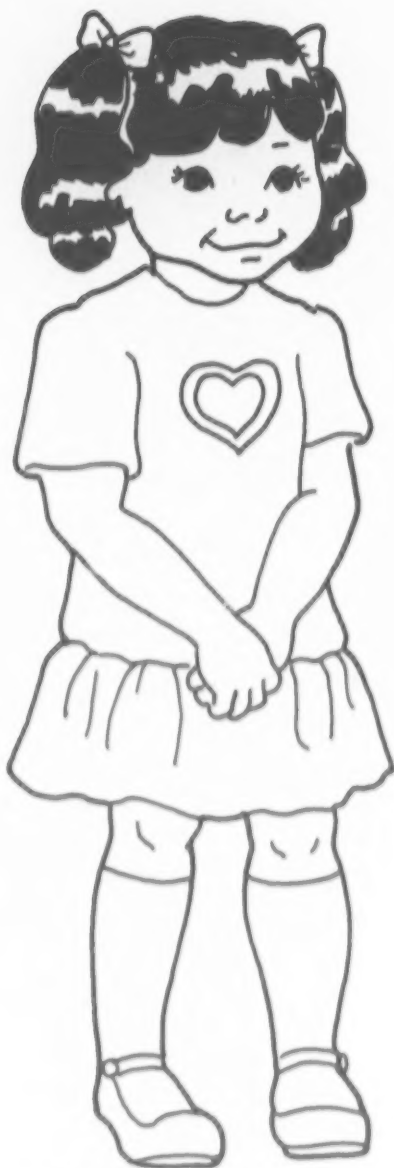
Father



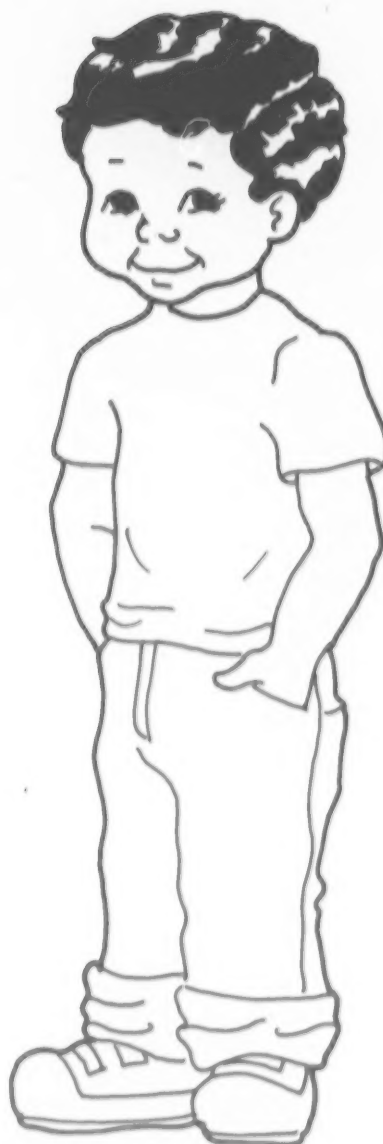
Sister



Brother



Sister



Brother



Sister



Brother



Sister



Brother

WHICH ROOM?

- Objectives:** To act out situations as they are read orally
To solve oral riddles
To become familiar with functions of specific rooms in a house
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read aloud the following household scenes, and have children act them out as you read. After each one, ask children to solve the riddle about which room they were in during the scene.
1. You are washing your face. Then you brush your teeth. You comb your hair while looking in the mirror. Which room are you in? (bathroom)
 2. You are sitting on the couch. You munch on some popcorn while you watch TV. You don't like what's on, so you change the channel. Which room are you in? (living room, family room, den)
 3. You are sound asleep. Suddenly the alarm clock buzzes. You jump out of bed and shut it off. Then you get dressed. Which room are you in? (bedroom)
 4. You are sitting at the table eating cheese and crackers for a snack. You are thirsty. You get a glass out of the cupboard, open the refrigerator, and get out some juice. You pour the juice into your glass. Which room are you in? (kitchen)
 5. You are in the shower. You shampoo your hair. Then you get out and dry off with a towel. You put on your bathrobe. Which room are you in? (bathroom)
 6. You are wiping the dishes and putting them away in the cupboard. Then you pack your lunch for school. Which room are you in? (kitchen)
 7. You are looking for your favorite shirt. You look in the closet. You look in all your drawers. You look under the bed. Which room are you in? (bedroom)
 8. You are putting clothes in the washer. Then you put in some soap powder. You shut the cover, and turn the button to start the washer. Which room are you in? (bathroom, laundry room, kitchen, basement)

HOME SOUNDS

- Objectives:** To identify a specific sound when hearing it on a tape recorder
To match sounds with the appropriate rooms in the house where they are made
- Materials:** tape recorder; tape with household sounds
- Time Required:** 20 minutes
- Procedure:** Record household sounds on a tape. Possible sounds are a microwave oven, television, alarm clock, phone, blender, shower, radio, and hair dryer.
- Tell children that today they are going to listen to sounds. Have them look around the room and name anything they see that can make a sound. Talk about the fact that some sounds, such as the bell and intercom, are special for school. Other sounds are special for home.
- Then play the tape with household sounds. Have the children guess first what room the sound was made in, and second, what the sound was. Give hints as needed. (*This sound is from something that cooks fast in the kitchen.*) Continue with more home sounds as time permits.
- Divide the class into four groups. Give each group a household sound to practice making. Have the groups make their sounds for other groups to guess.

FURRY FRIEND

Objective: To describe how to be a good friend and what one likes about a friend

Materials: favorite stuffed animals from home (one per person)

Time Required: 20 minutes

Procedure: Bring in a stuffed animal, and have each child bring one also. Use your stuffed animal to model this activity for the class. You might say:

Teddy, I like you because you've been with me ever since I was little. When I'm sad, I hold you and you make me feel better. I also like your soft fur. It's warm and feels good.

I'm a good friend to you, too, Teddy. I'm always careful with you so you don't rip. And I give you a special place on my bed to stay so you're comfortable and so I can show you off.

Have each child take the furry friend to a quiet place in the room. They should tell their animals why they like them and how they are good friends to them.

Wander around the room, encouraging the children to talk as needed and listening in if a child wants to share with you.

After children have done this activity with stuffed animals, have them do the same with a friend in the classroom. Such sharing will force children to concentrate on the qualities they like in friends and their own friendship qualities.

ACTING OUT A STORY—FRIEND FIGHT

- Objectives:** To listen attentively to a story as it is read
To act out the story as it is read
To answer oral questions about the story
- Materials:** two toys
- Time Required:** 20 minutes
- Procedure:** Assign parts in the following story. Then read the story aloud while the children act it out. The rest of the class can be the audience.

Friend Fight

Parts: Mark, Sharon, Teacher, Mark's mother

Mark and Sharon had been friends for a long, long time. They played tag together. They played hide-and-seek. They went roller-skating together. It was fun being friends.

But one day they had a problem. Mark and Sharon both grabbed a new toy at school at the same time. Mark pulled the toy one way. Sharon pulled the toy the other way. Mark yelled, "I had it first." (**Mark: "I had it first."**) Sharon shouted back, "No, you didn't. I did." (**Sharon: "No, you didn't. I did."**) Sharon and Mark kept arguing over the toy. Finally the teacher came over, took the toy, and said, "I'll hold this toy until you two can learn to share." (**Teacher: "I'll hold this toy until you two can learn to share."**)

Mark was mad. He stamped his feet and said, "I don't want to play with you anymore." (**Mark: "I don't want to play with you anymore."**) Sharon shouted back, "Me either." (**Sharon: "Me either."**) Mark and Sharon stayed mad at each other. They didn't talk. They didn't even look at each other.

The next day, Mark's mother said to Mark after school, "Why don't you ask Sharon to come over and play?" (**Mother: "Why don't you ask Sharon to come over and play?"**) Mark was still a little mad at Sharon, but he did have fun playing with her, so he walked over to her and asked, "Want to come over and play?" (**Mark: "Want to come over and play?"**) Sharon nodded her head "yes."

When they went to Mark's house, they played baseball. They climbed some trees. Then the problem happened again. Sharon picked up Mark's new toy and started playing with it. Mark grabbed the toy and yelled, "It's mine." (**Mark: "It's mine."**)

Sharon grabbed it back saying, "But I had it first." (**Sharon: "But I had it first."**) They kept fighting over the toy and yelling.

Mark's mother took the toy and said, "I'll hold this toy while you two solve your problem." (**Mother: "I'll hold this toy while you two solve your problem."**) Mark and Sharon were mad. They didn't say a word to each other. But Mark's mother told them to stand there side by side until they solved their problem. Mark and Sharon got tired of standing there. It wasn't much fun.

Finally, Mark and Sharon both said at the same time, "I'm sorry." (**Mark and Sharon: "I'm sorry."**) Mark said, "I don't like it when we fight." (**Mark: "I don't like it when we fight."**) Sharon said "Me either, but what can we do?" (**Sharon: "Me either, but what can we do?"**) Then Mark said, "How about taking turns? You play with the toy for five minutes, then I will have it for five minutes." (**Mark: "How about taking turns? You play with the toy for five minutes, then I will have it for five minutes."**) Sharon smiled and said, "That sounds like a good idea." (**Sharon: "That sounds like a good idea."**)

And that's what they did. Sharon used the toy, then Mark did. And soon they were both playing together *without* the toy. They were playing tag and laughing. After all, friends are more important than toys!

THE END

- Questions*
1. Mark and Sharon were friends. What did they do together for fun? What do you do with your friends for fun?
 2. Why did Mark and Sharon fight?
 3. How did they solve their problem?
 4. Do you ever fight with your friends? How do you solve a fight?

Repeat the story as time permits, giving parts to different children.

HELP A FRIEND

- Objectives:** To generate ideas on how to be a good friend
To role-play situations about being a good friend
- Materials:** a stuffed animal
- Time Required:** 20 minutes
- Procedure:** Bring in a stuffed animal, and introduce it to the class. Tell them that it would like to be their new friend. Then role-play the following situations. Have children take turns helping their new friend as you talk for the stuffed animal:
1. The stuffed animal would like a drink.
 2. The stuffed animal wants to play but doesn't like playing alone.
 3. The stuffed animal needs to go to the bathroom.
 4. The stuffed animal would like to put away its belongings (coat, lunch box).
 5. The stuffed animal is scared in this new place and wants its mother.
 6. The stuffed animal would like to look at a book.

To make the role-playing easier, you might have the group make suggestions for each situation about what could make the stuffed animal feel better. After each discussion, select one child to act out the suggestion.

SECRET FRIEND

Objectives: To ask questions in order to determine which child is the "secret friend"

Materials: none

Time Required: 20 minutes

Procedure: Select one child to leave the room. While that child is gone, select another child to be the "secret friend." The rest of the class will know who the secret friend is, but warn them to keep it a secret. The child who left the room returns and asks questions such as those below in order to guess the identity of the "secret friend."

Possible questions

1. Is the secret friend a boy or a girl?
2. What is the secret friend wearing?
3. Who is sitting beside the secret friend?
4. What does the secret friend like to do for fun?
5. What color hair does the secret friend have?

The rest of the class must answer these questions. After the child has guessed the "secret friend, repeat the activity with different children taking turns being the "secret friend" and the "guesser."

SCHOOL AND COMMUNITY

After the previous sections about self and family, preschoolers are ready to move outside their egocentric world and learn about their school and community. This section has nine activities to do over a three-week period.

Preschoolers will learn to identify statements made by a teacher, generate sentences about school, and solve riddles about school objects. They will also learn about the following services in the community:

- police protection
- fire protection
- hospital services
- types of stores

The listening and speaking skills that preschoolers will be developing are solving oral riddles about community workers, learning new vocabulary about stores and merchandise, and acting out oral stories about community situations.

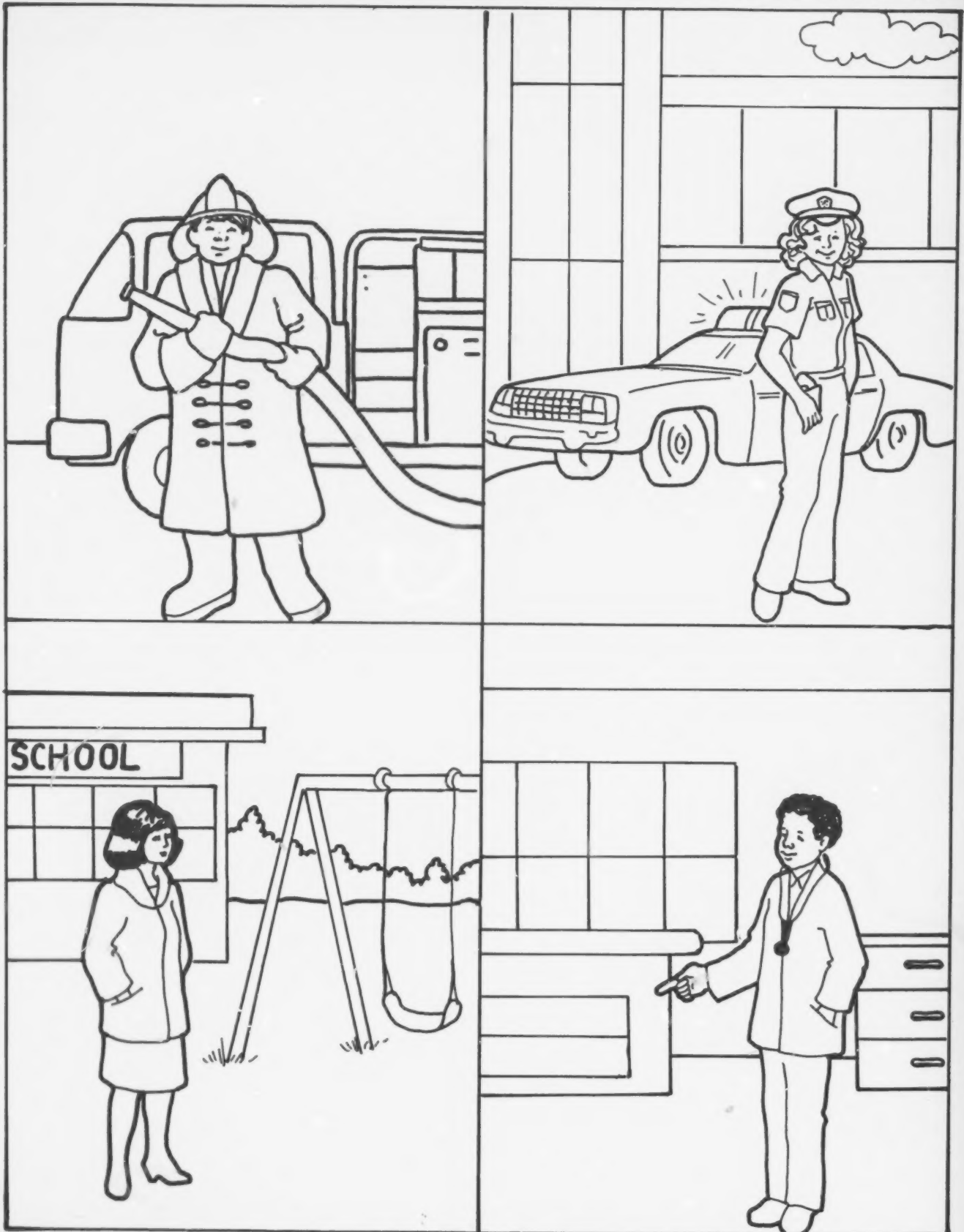
COMMUNITY—WHO SAID IT?

- Objectives:** To identify the speaker of a sentence
To learn about the roles of community workers
- Materials:** pictures on the following page (one set for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce and cut apart the pictures of a firefighter, police officer, teacher, and doctor.

Give a set of pictures to each child. Read each of the following statements aloud. Children must hold up the picture of the person they think would make the statement:

1. Show me your driver's license.
2. We need more water from the hydrant.
3. It's snack time, everyone.
4. Let me check your throat. Say "Aaah."
5. I'm directing the traffic.
6. I got a call on my radio to go to an accident.
7. Let's get this water hose ready.
8. Sit down for storytime.
9. Let me listen to your heart with my stethoscope.
10. Let's get the ladders off the truck.
11. I'll have to turn on my blue light.
12. You had a good checkup. Everything looks fine.
13. Everyone line up so we can go out to play.
14. You'll have to go to the hospital for a few days.
15. I check stores at night to be sure everything is OK.
16. Everyone sit on the floor in a circle.
17. I'm washing my hands to get rid of germs before I check you.
18. There's too much smoke; I need my mask.
19. My blue uniform has to be neat.
20. We're going on a field trip to the zoo tomorrow.

If children do well, you might try some two-part statements. (*Show me the one who says, "The fire's out," and the one who says, "Be careful on the slide."*) Then allow children to take turns "playing teacher," making statements for others to guess.



SCHOOL BLOCK TALK

- Objective:** To generate sentences about special things in school
- Materials:** a set of wooden blocks
- Time Required:** 20 minutes
- Procedure:** Have children sit in a circle. One at a time, have them say a sentence about a special part of school, such as "snack time." (*We had peanut butter and crackers at snack time today. We all sit on chairs at the long tables during snack time. Sometimes people spill their drinks at snack time.*) As each one says a sentence, the child can add a block to the stack. Keep making more sentences and stacking more blocks until the blocks fall over. Then try to make a taller stack of blocks by using sentences about a different time during school (recess, arriving at school, music time, art time, using centers, leaving school). Continue with other special times from the school day as time permits.

SCHOOL GUESSING GAME

- Objectives:** To ask appropriate questions in order to solve riddles
To correctly answer questions about a riddle
- Materials:** assorted objects around the schoolroom (book, crayon, chalk)
- Time Required:** 20 minutes
- Procedure:** Collect 10 to 12 "school" objects (book, crayon, chalk) from around the room. Lay the objects on a table for the class to see.
- Select one child to leave the room. While that child is gone, choose one object on the table to be the "secret object," and tell the class which one it is.
- The selected child returns and asks questions to determine which object on the table is the secret one. (*What color is it? What's it made of? What's it used for?*) The rest of the class answers the questions.
- After that child has guessed the secret object, select other children to take turns.

STORE SORT

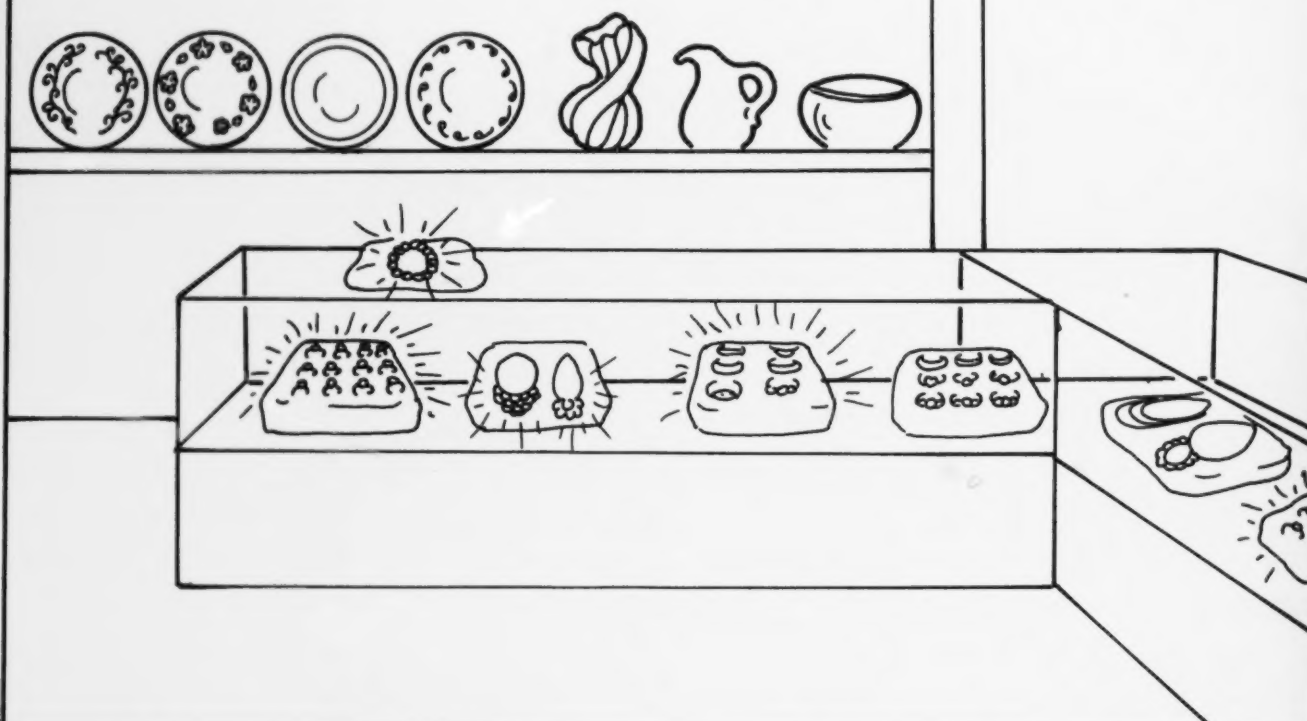
- Objectives:** To identify the store from which an item would be purchased
To learn new vocabulary about stores and merchandise
- Materials:** four cardboard boxes; store-sign cutouts from following pages; miscellaneous household objects; bell or horn
- Time Required:** 20 minutes
- Procedure:** Reproduce and cut out store signs. Attach to cardboard boxes. Assemble and bring in household objects.

Have children sit in a semicircle with the boxes lined up in front of them. Discuss the stores pictured and what people might buy at each one. Show an object, and ask who knows what it is and in what store it could be bought. Encourage children to say complete sentences. (*It's a squash. You can buy it at a grocery store.*) Then let the child put the object in the appropriate box. As the child does so, beep the horn or ring the bell to signal that the choice is correct. Continue with different objects, giving other children turns until all the objects are in the appropriate boxes.

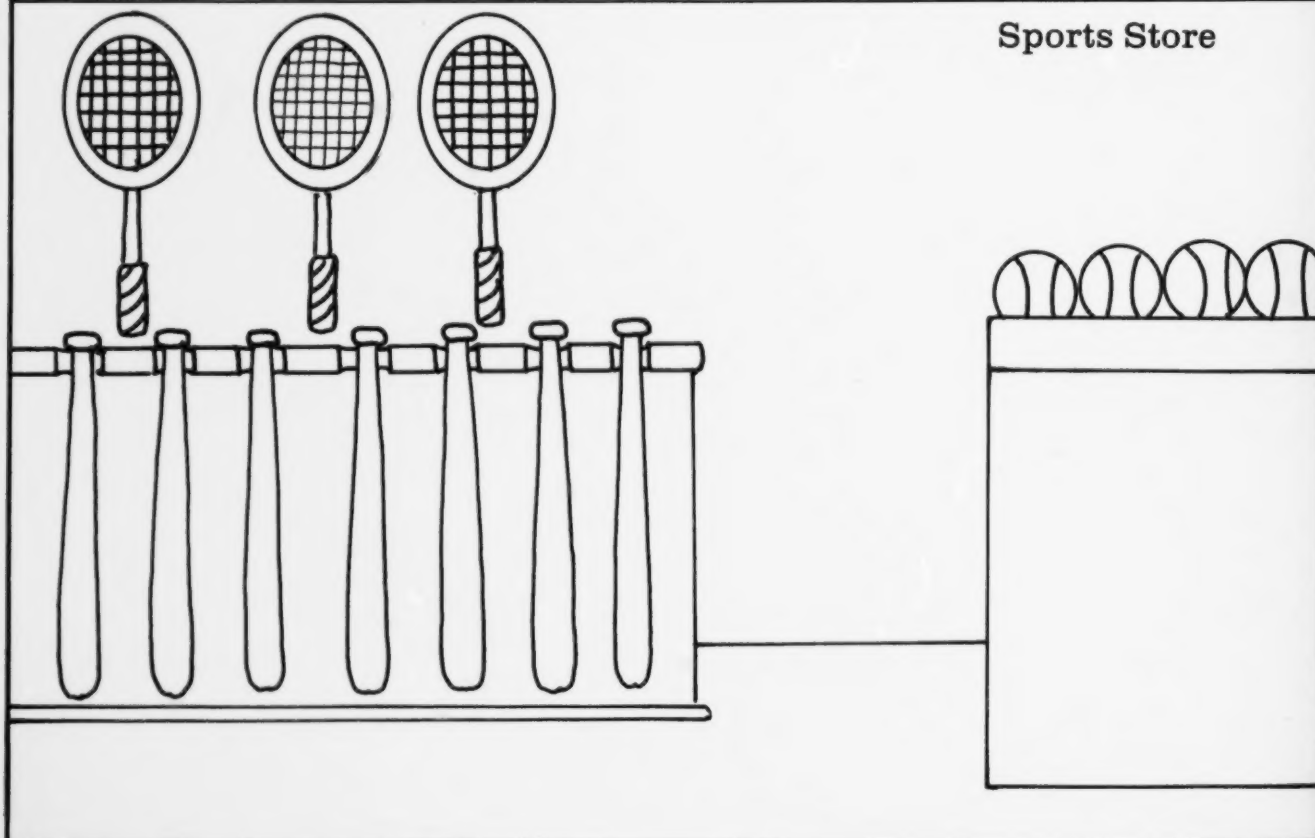
POSSIBLE OBJECTS:

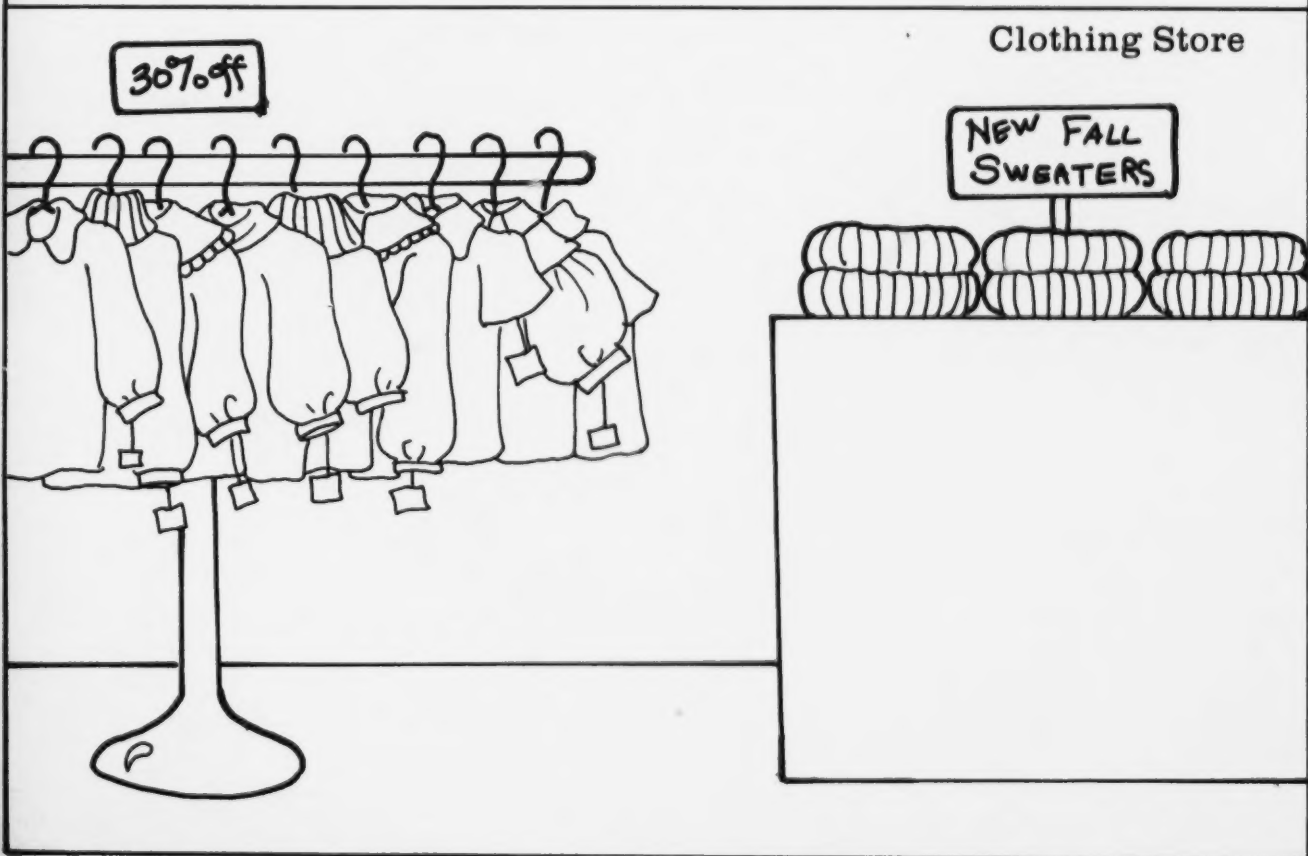
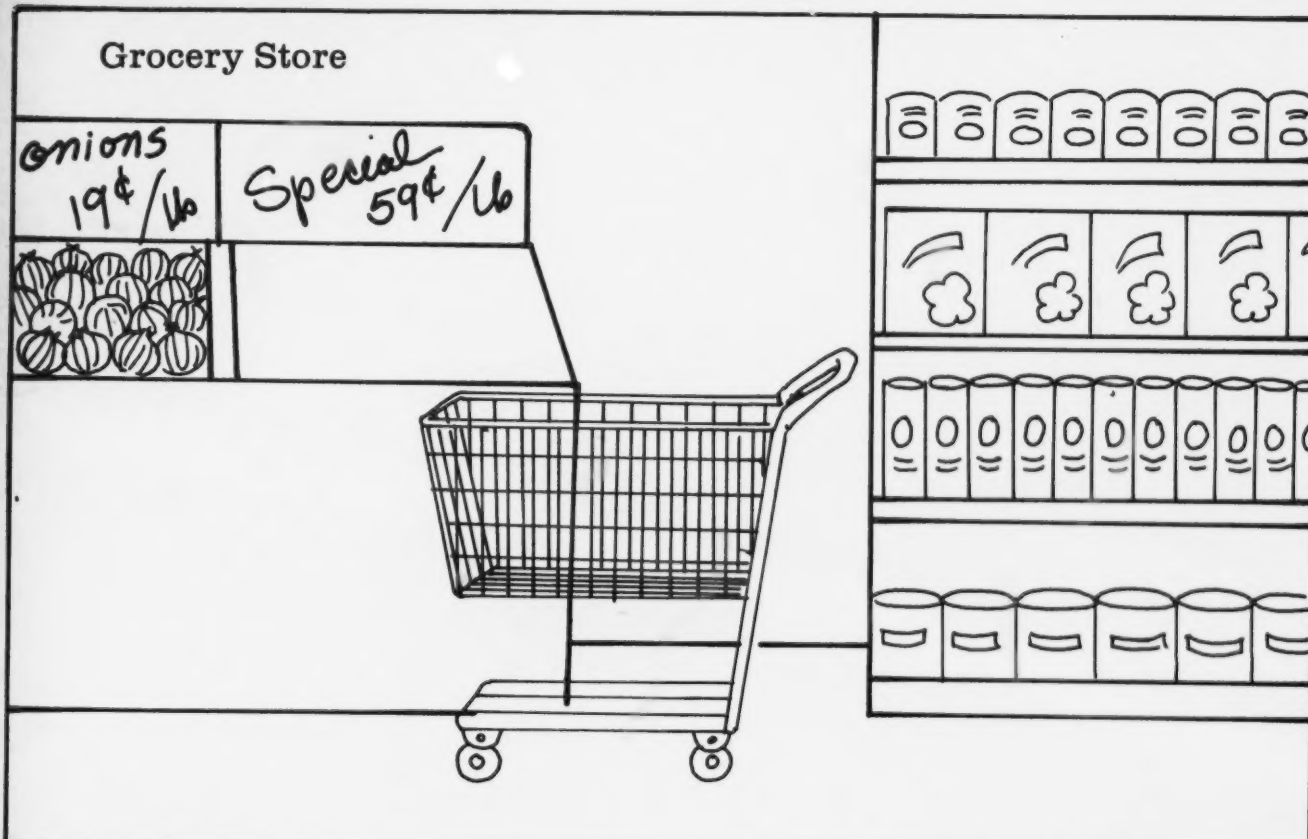
<i>jewelry store</i>	<i>grocery store</i>
earrings	apple
necklace	cinnamon
watch	soup
pin	raisins
bracelet	soap
ring	paper towels
<i>sports store</i>	<i>clothing store</i>
golf ball	socks
baseball	hat
mitt	scarf
tennis ball	T-shirt
ping-pong paddle	pajamas
knee pads	sweatshirt

Jewelry Store



Sports Store





MASK STORY—THE SUPERMARKET AT NIGHT

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

The Supermarket at Night

Mr. Gaggle, the supermarket manager, looked all around the store one more time. After all, he was in charge, and it was his job to make sure that everything was all right. He nodded his head up and down. Everything looked fine. He turned off the lights, locked the door, and left.

A little while after Mr. Gaggle left, some strange things started to happen in the supermarket. An apple jumped up and down saying, "Yoo-hoo, yoo-hoo." (**Apple: "Yoo-hoo, yoo-hoo."**) A banana skipped over to the apple and said, "What is it, Mr. Apple?" (**Banana: "What is it, Mr. Apple?"**) The apple answered, "I'm bored. Let's have a party." (**Apple: "I'm bored. Let's have a party."**) The banana said, "Great idea." (**Banana: "Great idea."**) Then the apple and the banana started dancing and singing, "La-la-la." (**Apple and Banana: "La-la-la."**) Soon an orange joined them and asked, "What are you two doing?" (**Orange: "What are you two doing?"**) They answered, "We're bored. We're having a party." (**Apple and Banana: "We're bored. We're having a party."**) The orange asked, "Can I join you?" (**Orange: "Can I join you?"**) They nodded their heads "yes." Then all three of them started dancing and singing "La-la-la." (**Apple, Banana, and Orange: "La-la-la."**)

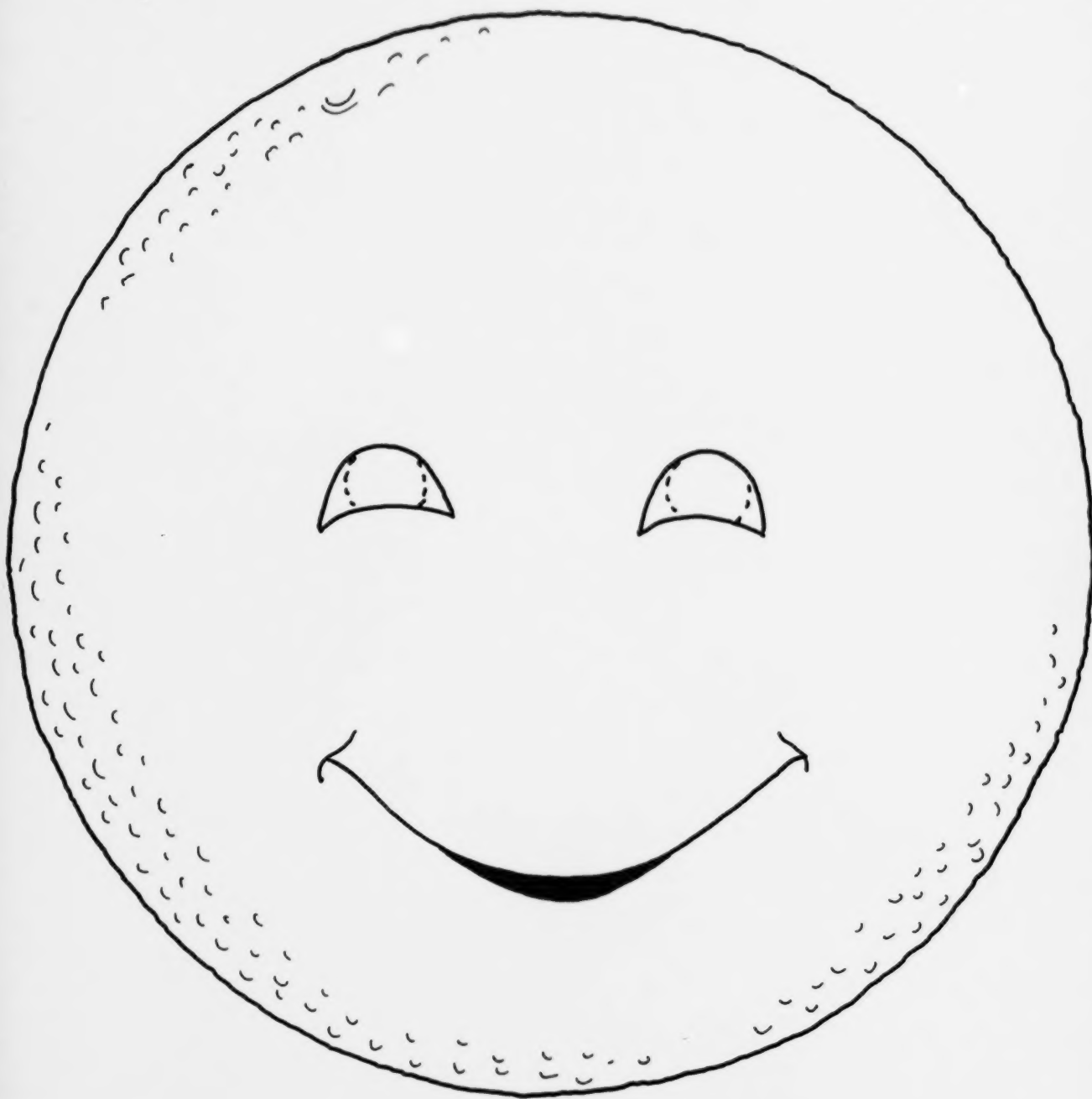
Soon a steak, an egg, and a carrot ran over. They joined the party. They all danced and sang "La-la-la." (**All Foods: "La-la-la."**) Next they started telling jokes. They all laughed and laughed. (**All Foods: "Ha-ha-ha!"**) They laughed so hard, they all fell on the floor. Then they laughed so hard, they started crying. (**All Foods: "Boo-hoo-hoo!"**)

They were still crying when suddenly the lights came on in the store. Mr. Gaggle was back. The police officer had called him about strange noises in the store. The foods jumped back up on the shelves and were as still as could be. Mr. Gaggle said, "I wonder what those strange noises could be." (**Mr. Gaggle: "I wonder what those strange noises could be."**) Mr. Gaggle looked all around. Finally, he said, "Everything looks fine here." (**Mr. Gaggle: "Everything looks fine here."**) He turned and left, shutting off the light and locking the door.

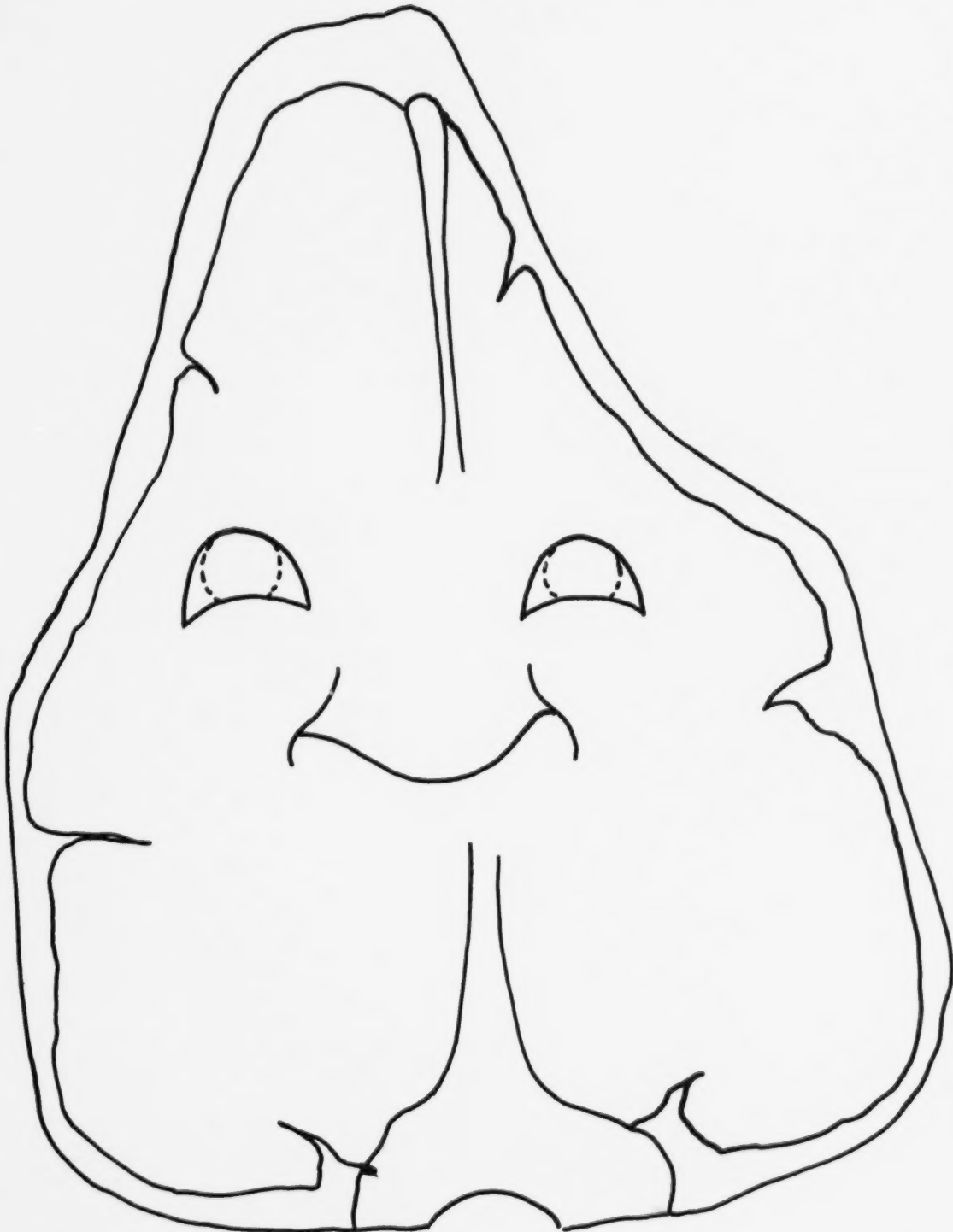
Then the foods looked at one another and said, "Sssh." (**All Foods: "Sssh."**) They'd had enough partying for one night. They just stayed on the shelves like regular food.

THE END

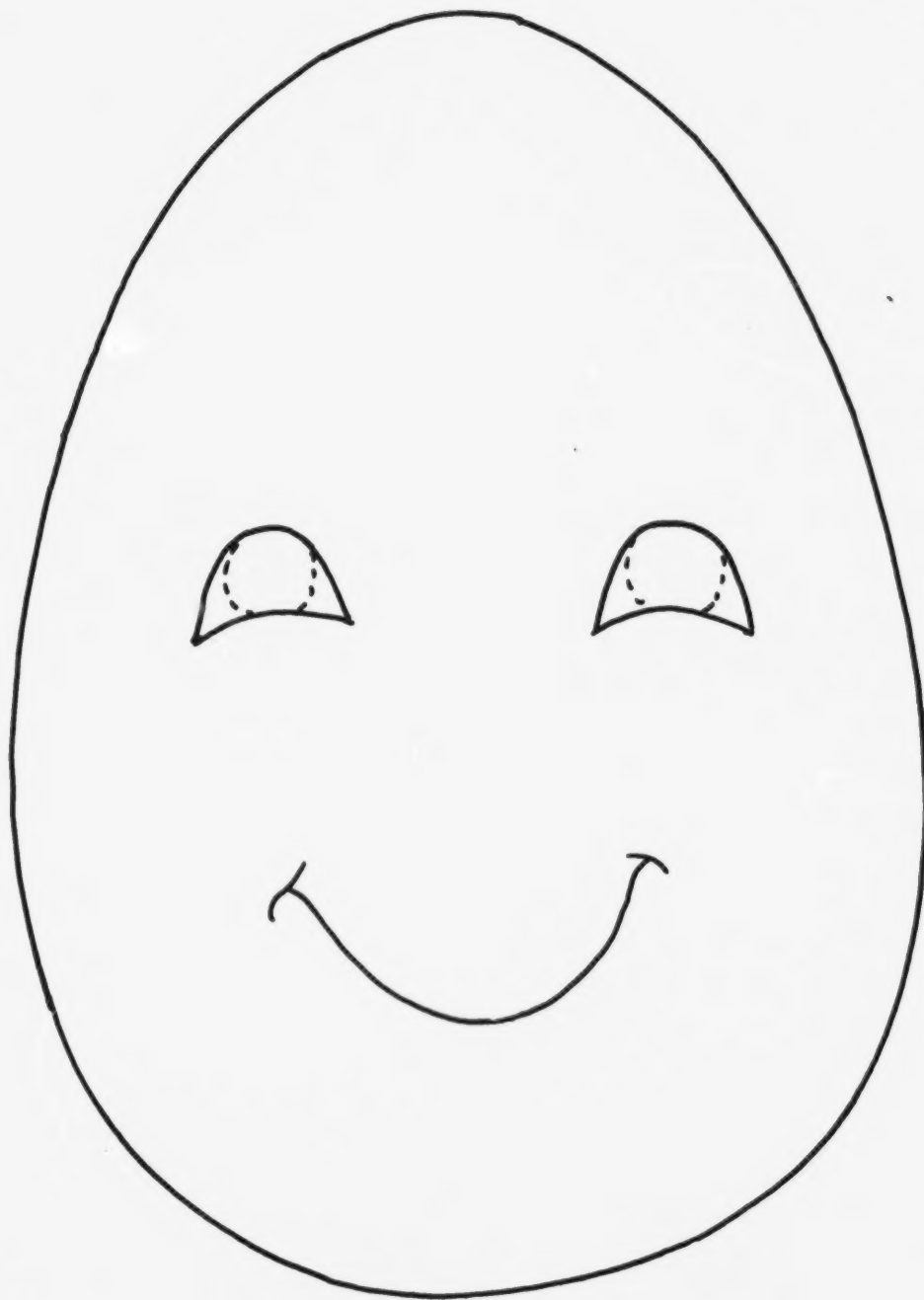
Repeat the story as time permits, giving parts to different children.



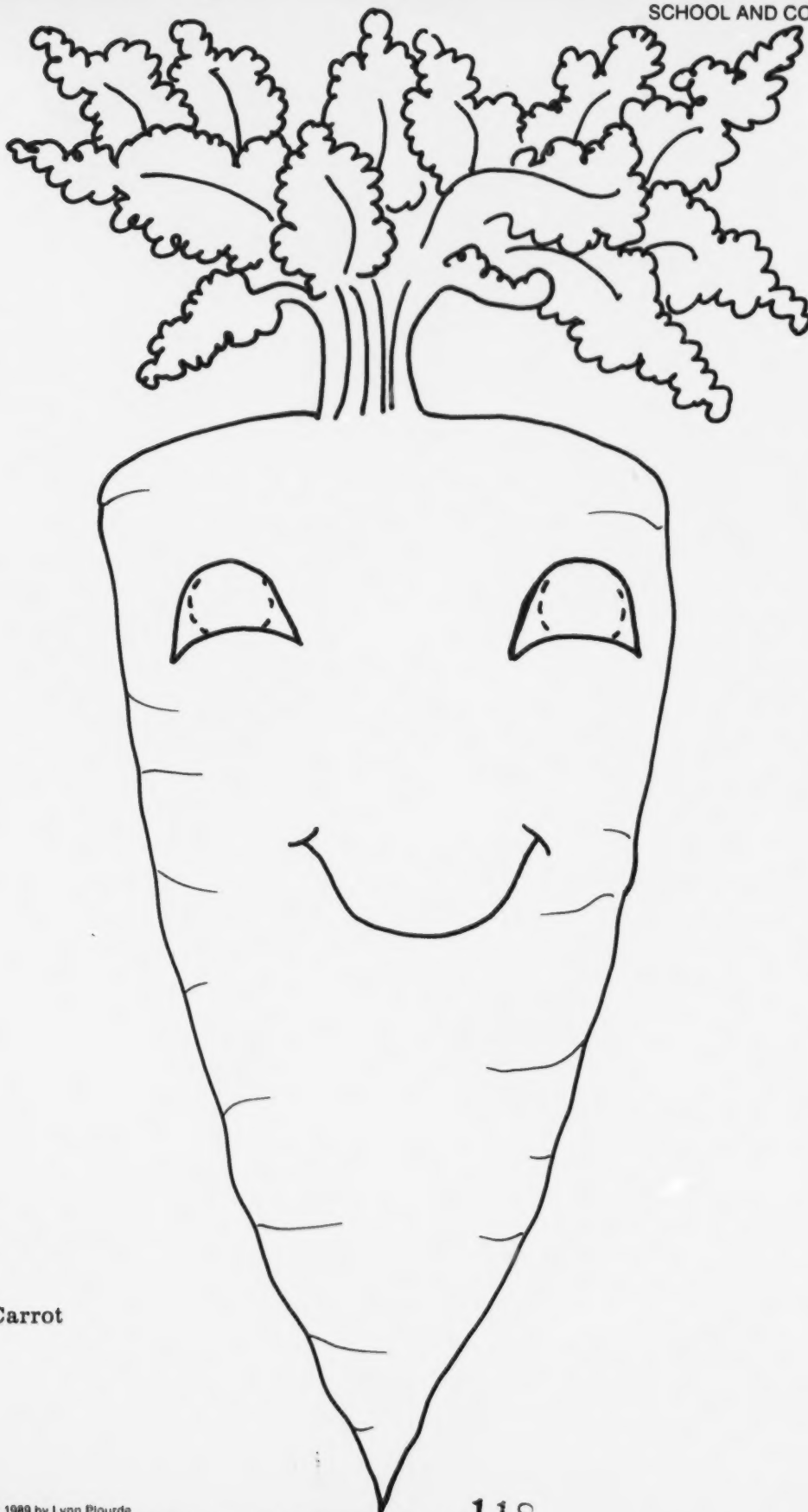
Orange



Steak



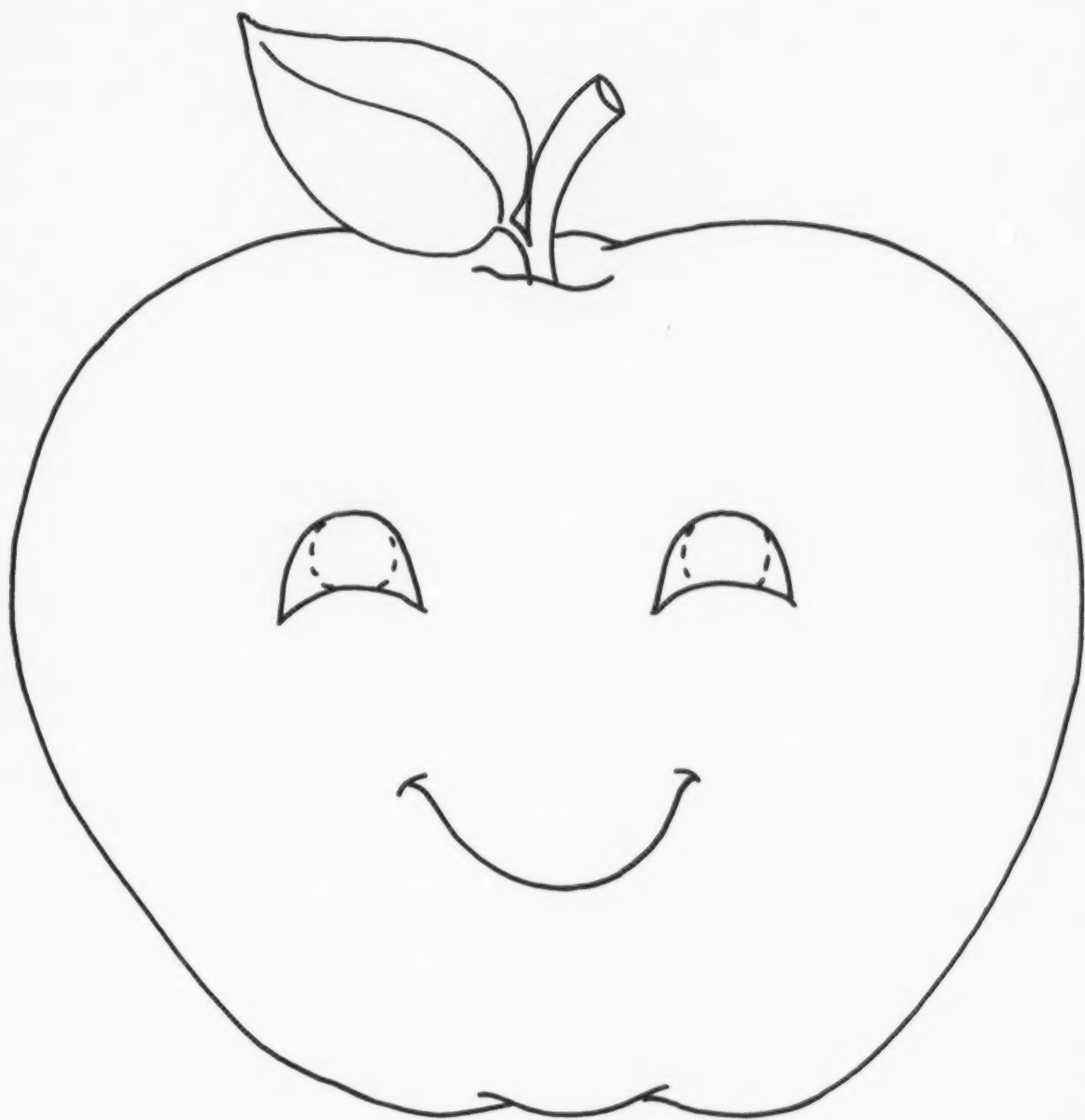
Egg



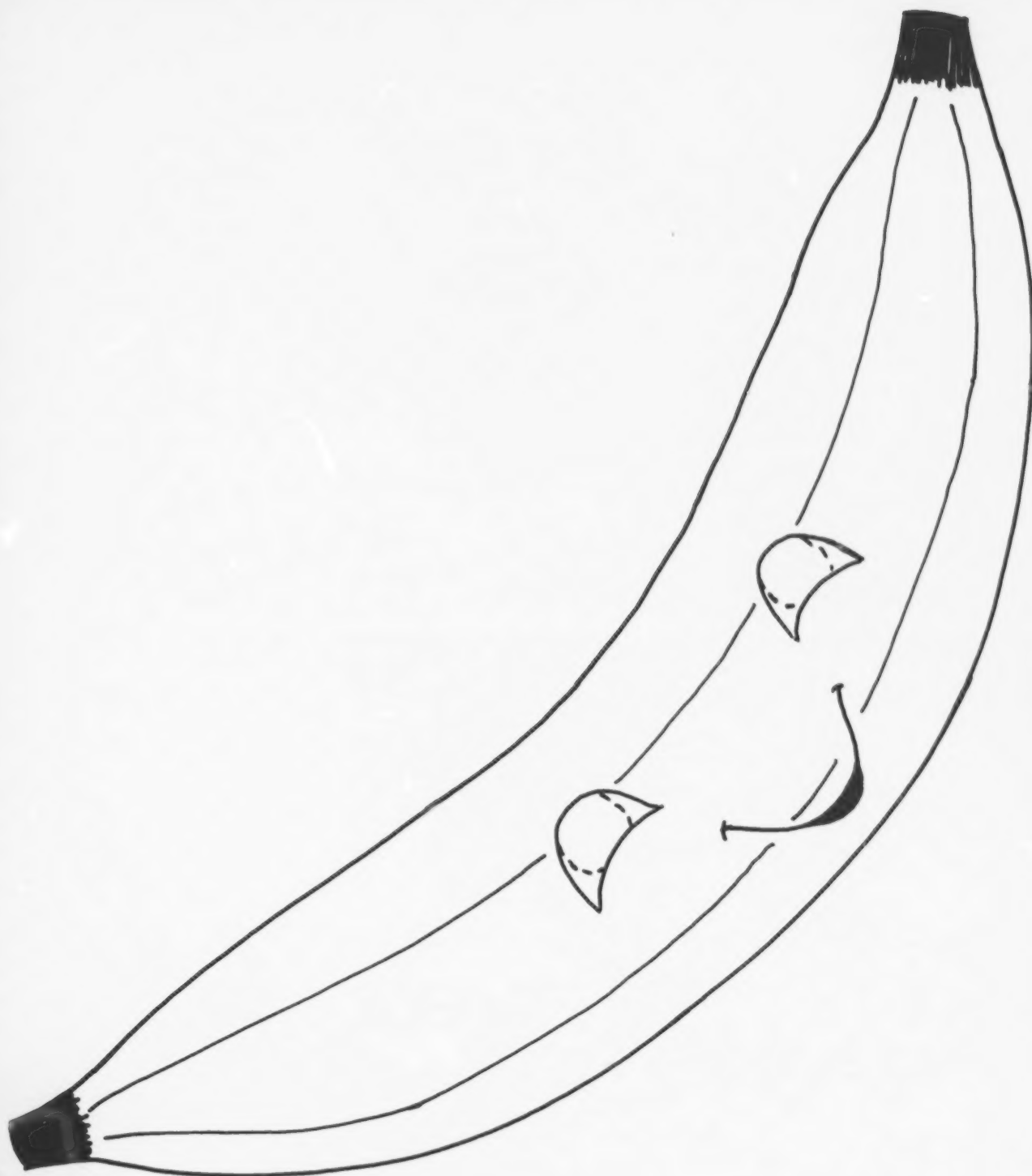
Carrot



Mr. Gaggle



Apple



Banana

STORE GUESSING BOX

- Objectives:** To identify an object by listening to the sound it makes when it is shaken in a box
To learn which types of merchandise come from which stores
To solve riddles when given oral hints
- Materials:** box with a cover; miscellaneous objects from a variety of stores; bag to hide the objects in
- Time Required:** 20 minutes
- Procedure:** Collect the objects and hide them in the bag.
Have the children close their eyes, then place one object into the guessing box. Select two or three children to shake the box and guess what's inside it. Give hints as needed. (*You can buy it at a jewelry store. You put it on your wrist, but you can't tell time on it.*) Allow each child to guess before indicating whether any of the guesses are accurate. Continue with each object, giving other children turns as time permits.

PAPER-DOLL STORY—TO THE HOSPITAL

- Objectives:** To listen attentively to a story
To use paper dolls to act out a story as it is read orally
To develop an understanding of what a visit to a hospital involves
- Materials:** paper-doll cutouts on the following pages (one set for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out paper dolls.
Give a set to each child. As you read the story aloud, have the children act it out using their paper dolls.

To the Hospital

It's time for Eddy to go to the hospital. You kiss Eddy good-bye. He goes to the hospital and gets into a bed. The doctor walks into his room. She looks in his mouth. She takes his pulse. She listens to his heart with a stethoscope. She says, "You'll have your tonsils taken out in the morning." **(Everyone: "You'll have your tonsils taken out in the morning.")** She pats Eddy on the shoulder. Then she leaves.

Eddy gets some rest so he'll be ready for his operation in the morning. He reads a book for a little while, then he naps.

When you come to visit Eddy, he's still taking a nap. You tap him on the shoulder. He wakes up. You say, "How are you?" **(Everyone: "How are you?")** He says, "Fine." **(Everyone: "Fine.")** Then you take a little walk with him down the hall in the hospital. Then it's time to leave. Eddy waves good-bye. You say, "Good luck in the morning." **(Everyone: "Good luck in the morning.")** You leave, and Eddy walks back to his bed. He sleeps all night long.

In the morning, Eddy's bed is rolled to the operating room. The doctor says, "This medicine will make you sleep." **(Everyone: "This medicine will make you sleep.")** Eddy falls asleep. The doctor takes out his tonsils.

When Eddy wakes up, he is back in his hospital room. His throat hurts, so he drinks a little ginger ale to make it feel better.

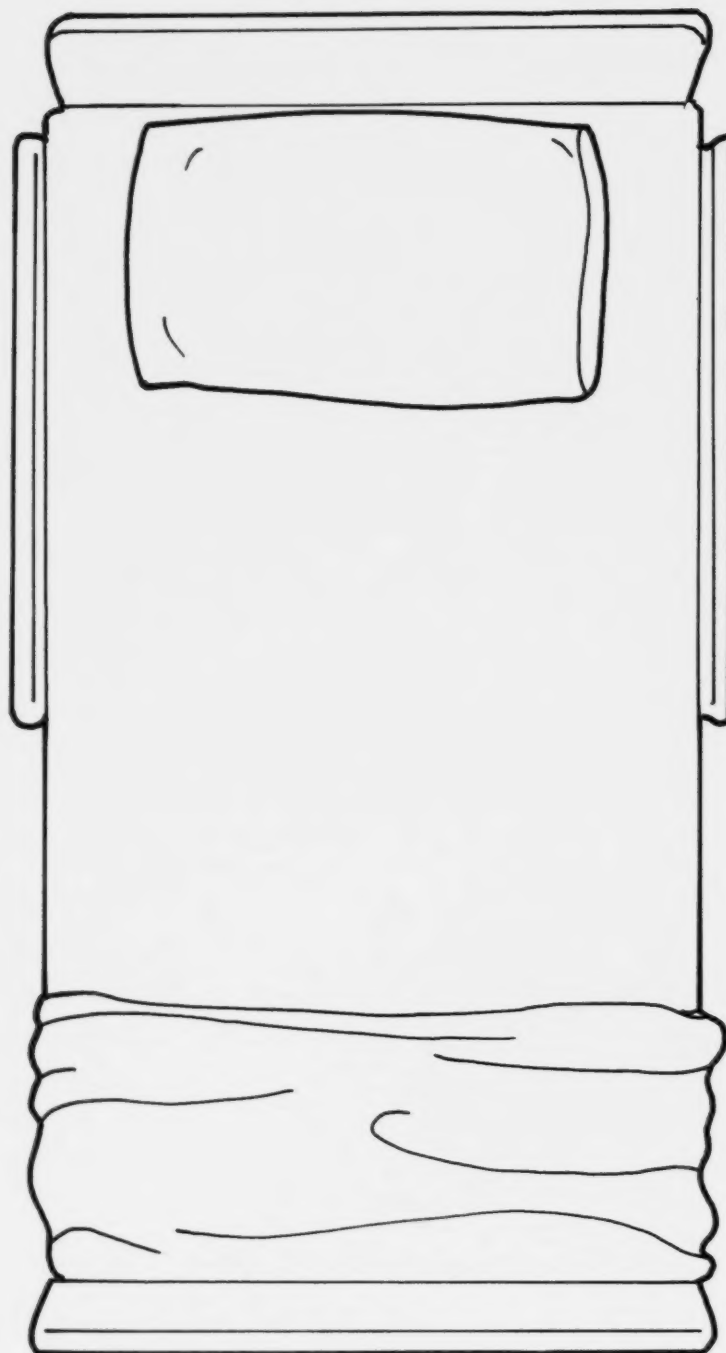
Later the doctor checks him. She looks in his throat and says, "You're doing fine. You can go home now." **(Everyone: "You're doing fine. You can go home now.")** Eddy goes home, and you hug him gently and say, "Glad you're back." **(Everyone: "Glad you're back.")** You give him some ginger ale for his sore throat. He drinks the ginger ale and says, "Thanks. Being in the hospital wasn't so bad after all." **(Everyone: "Thanks. Being in the hospital wasn't so bad after all.")**

THE END

Afterward, have children act out the story from memory, using their paper dolls. *(Who remembers what happened first? Next?)*

You also might discuss with children their own real experiences of going to a hospital. *(What was it like? Why were you there? How did you feel?)*





ACTING OUT JOBS

- Objectives:** To act out short oral descriptions as they are read
To learn about the roles of community workers
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read aloud the following scenes, and have children act them out as you read. After each one, ask children to repeat the name of the community worker they were pretending to be.
1. Let's all pretend to be fire fighters. You put your hand up to your ear as you hear a loud whistle. You run and slide down a pole. You put on your boots, coat, and hat. You climb onto the back of a truck near some ladders. You hang on tight to the truck as it speeds toward some smoke down the road. Who remembers who we were in this story?
 2. Let's all pretend to do another job—teacher. You stand up and say, "Good morning, children." Then you sing, "Itsy Bitsy Spider" with the class. Next you help the children paint. Then it's time for you to pass out the snacks. What was our job in this story?
 3. Let's all pretend to be doctors. You see your patient and say, "Does your throat hurt?" Then you pick up a tongue depressor and tell your patient to say "Aaah." You look at the patient's throat. Then you write a prescription on a paper so your patient can get some medicine. What was our job in this story?
 4. Now, let's do a job at a store—cashier. You push the buttons on the cash register and say "Six dollars and 32 cents, please." You take a \$10 bill from the customer and put it in the cash register. Then you give back some change. What is the job of the person who takes your money at a store?
 5. We're going to pretend to be police officers now. You walk the streets downtown at night. You check the doors on some stores to be sure that they are locked. You find one door unlocked. You see a robber inside and say, "You're under arrest." Who did we just pretend to be?
 6. The next job we're going to act out is paramedic. You check the people at the accident. You feel for broken bones. You put one boy on a stretcher. You carry the stretcher into the back of the ambulance. You drive quickly to the hospital with your siren blaring. What is the job of the person who works on an ambulance?

MASK STORY—WHAT A DAY!

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

What a Day!

Beth woke up. She yawned and stretched. She was ready to start her day. Only Beth didn't know that it would be quite a day!

Beth was busy eating breakfast when she smelled smoke. She looked around and saw that the toaster was on fire. Beth yelled, "Fire!" and ran out of the house. **(Beth: "Fire!")** Her dad was in the hallway, and he ran out, too. Her dad said, "Are you all right, Beth?" **(Dad: "Are you all right, Beth?")** Beth nodded her head yes.

Her dad grabbed her hand and said, "Hurry, let's run to Mr. Winkle's house to call the fire department!" **(Dad: "Hurry, let's run to Mr. Winkle's house to call the fire department!")** They ran to the neighbor's house and yelled, "Mr. Winkle, call the fire station. There's a fire at our house!" **(Beth and Dad: "Mr. Winkle, call the fire station. There's a fire at our house!")**

Mr. Winkle dialed 911 and said, "There's a fire at 122 West Street. My name is Mr. Winkle." **(Mr. Winkle: "There's a fire at 122 West Street. My name is Mr. Winkle.")** Beth and her dad ran back to Beth's house, but they stayed outside where they were safe.

Soon a firefighter drove up with the siren blaring on a fire truck. The firefighter got a hose and squirted water on the fire. Soon the fire was out. Beth's dad shook hands with the firefighter and said, "Thank you." **(Dad: "Thank you.")**

The firefighter drove back to the fire station. Beth and her dad looked in the kitchen. It was smoky and it was wet, but there wasn't much damage. Beth's dad said, "I'm glad it wasn't worse." **(Dad: "I'm glad it wasn't worse.")**

Then Beth said, "Oh no, I'm late for school!" **(Beth: "Oh no, I'm late for school!")** Her dad said, "That's O.K. I'll give you a ride and explain everything to your teacher." **(Dad: "That's O.K. I'll give you a ride and explain everything to your teacher.")** Beth and her dad drove to Beth's school. They went inside the school and Beth's dad told Beth's teacher, "I'm sorry Beth's late, Miss Brown. But there was a fire at our house this morning." **(Dad: "I'm sorry Beth's late, Miss Brown. But there was a fire at our house this morning.")**

Miss Brown patted Beth on the back and said, "I hope everything is O.K. now." **(Miss Brown: "I hope everything is O.K. now.")** Beth answered, "We were lucky. It was only a little fire." **(Beth: "We were lucky. It was only a little fire.")** Beth's dad gave Beth a hug good-bye and left. Beth painted a picture in her class. Then it was time for recess.

Beth ran outside. But she ran a little too fast. She tripped and hurt her ankle.

Miss Brown came over and examined Beth's ankle. She said, "I think you sprained your ankle, but we need to be sure it's not broken." (**Miss Brown: "I think you sprained your ankle, but we need to be sure it's not broken."**) Miss Brown hurried and dialed 911. She said, "This is Miss Brown at the May Street School. We have a girl with a hurt ankle." (**Miss Brown: "This is Miss Brown at the May Street School. We have a girl with a hurt ankle."**) Miss Brown also called Beth's dad and explained, "Beth fell and hurt her ankle. Please meet us at the hospital." (**Miss Brown: "Beth fell and hurt her ankle. Please meet us at the hospital."**)

Soon a paramedic drove up in an ambulance. The paramedic checked Beth's ankle. He helped her onto a stretcher, put the stretcher into the back of the ambulance, and drove Beth to the hospital in the ambulance.

When Beth got to the hospital, a doctor examined her ankle. The doctor decided that Beth had a badly sprained ankle because the X-ray showed that it wasn't broken. He said, "You will have to stay home for two days and take it easy." (**Doctor: "You will have to stay home for two days and take it easy."**) The doctor put a special bandage on Beth's ankle and gave her crutches to use. Beth's dad was there, and he thanked the doctor.

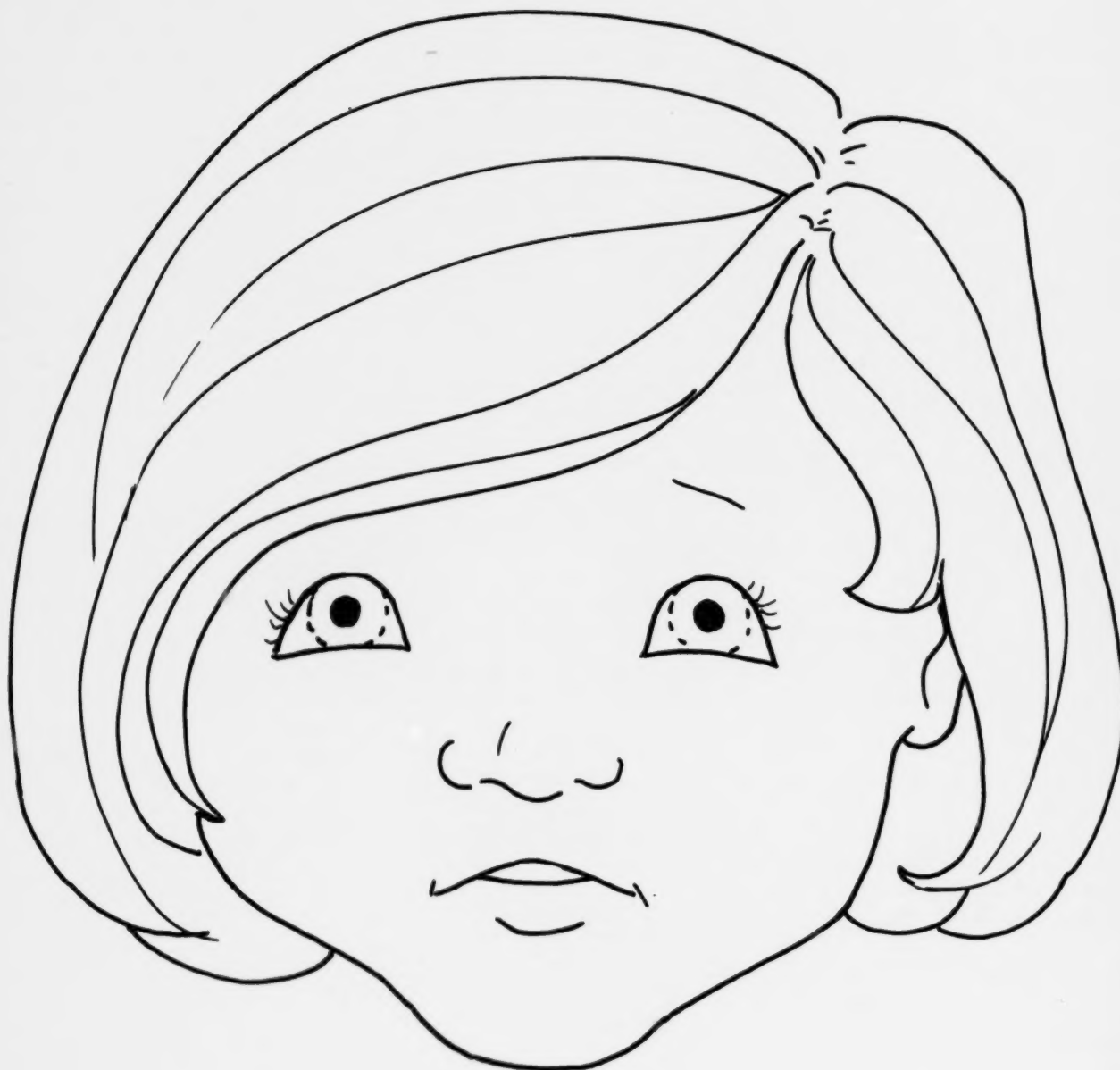
Beth and her dad drove home. But on the way home, their car broke down. A police officer stopped and asked, "What seems to be the problem?" (**Police officer: "What seems to be the problem?"**) Beth's dad said, "My car won't go." (**Dad: "My car won't go."**) Beth added, "Everything's gone wrong today." (**Beth: "Everything's gone wrong today."**) She told him about the toaster catching on fire and about falling and spraining her ankle. "And now this!" Beth said. (**Beth: "And now this!"**) The police officer asked, "Would you like a ride home?" (**Police officer: "Would you like a ride home?"**) Beth smiled and nodded her head yes.

The police officer gave Beth and her dad a ride home. Then the officer promised to call a tow truck to get their car to the garage. Beth's dad thanked the police officer and shook the officer's hand.

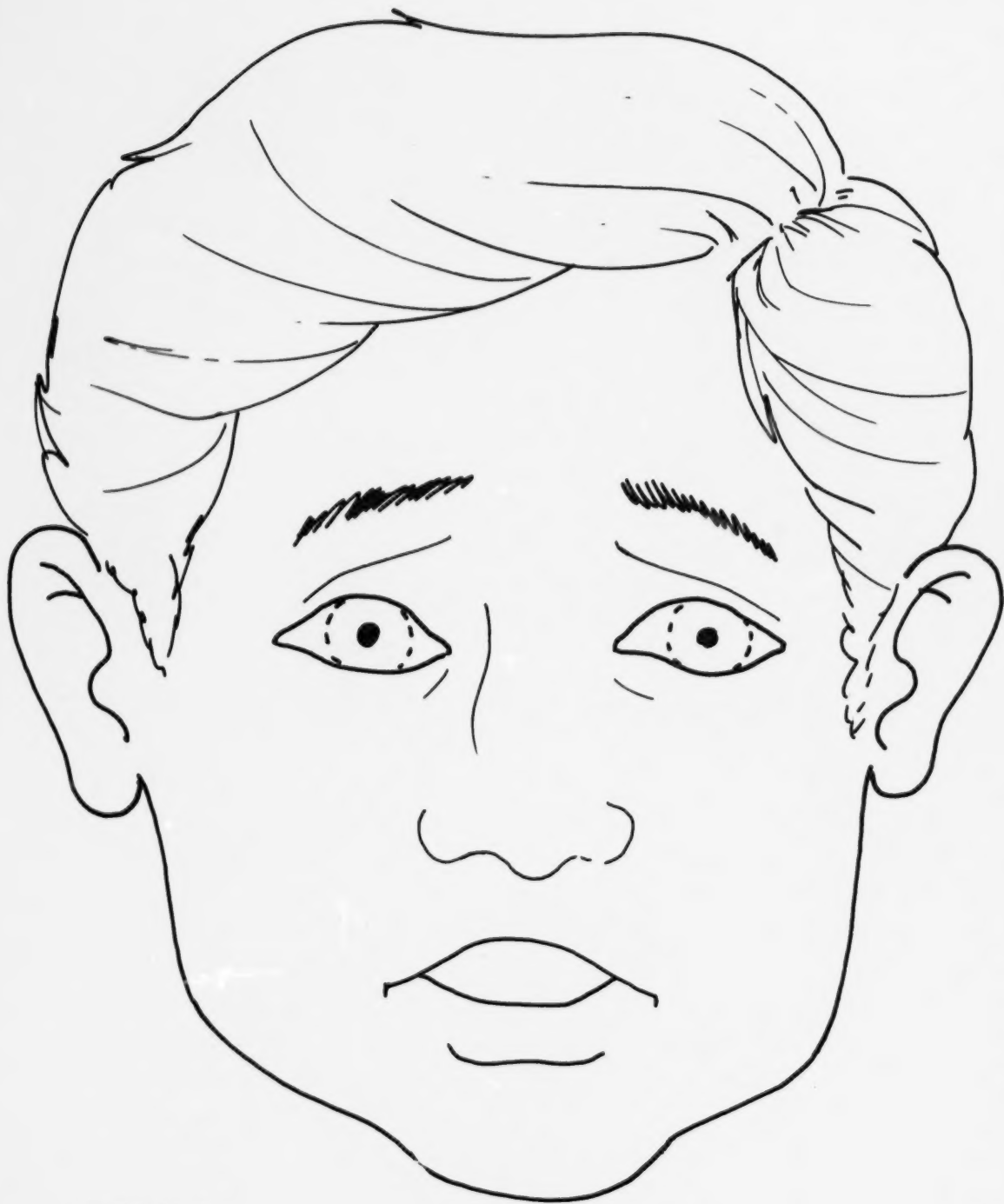
After the police officer left, Beth's dad said, "We've had quite a day, Beth." (**Dad: "We've had quite a day, Beth."**) Beth nodded her head yes. It had been a rough day. They both said, "Thank goodness, it's over!" (**Beth and Dad: "Thank goodness, it's over!"**)

THE END

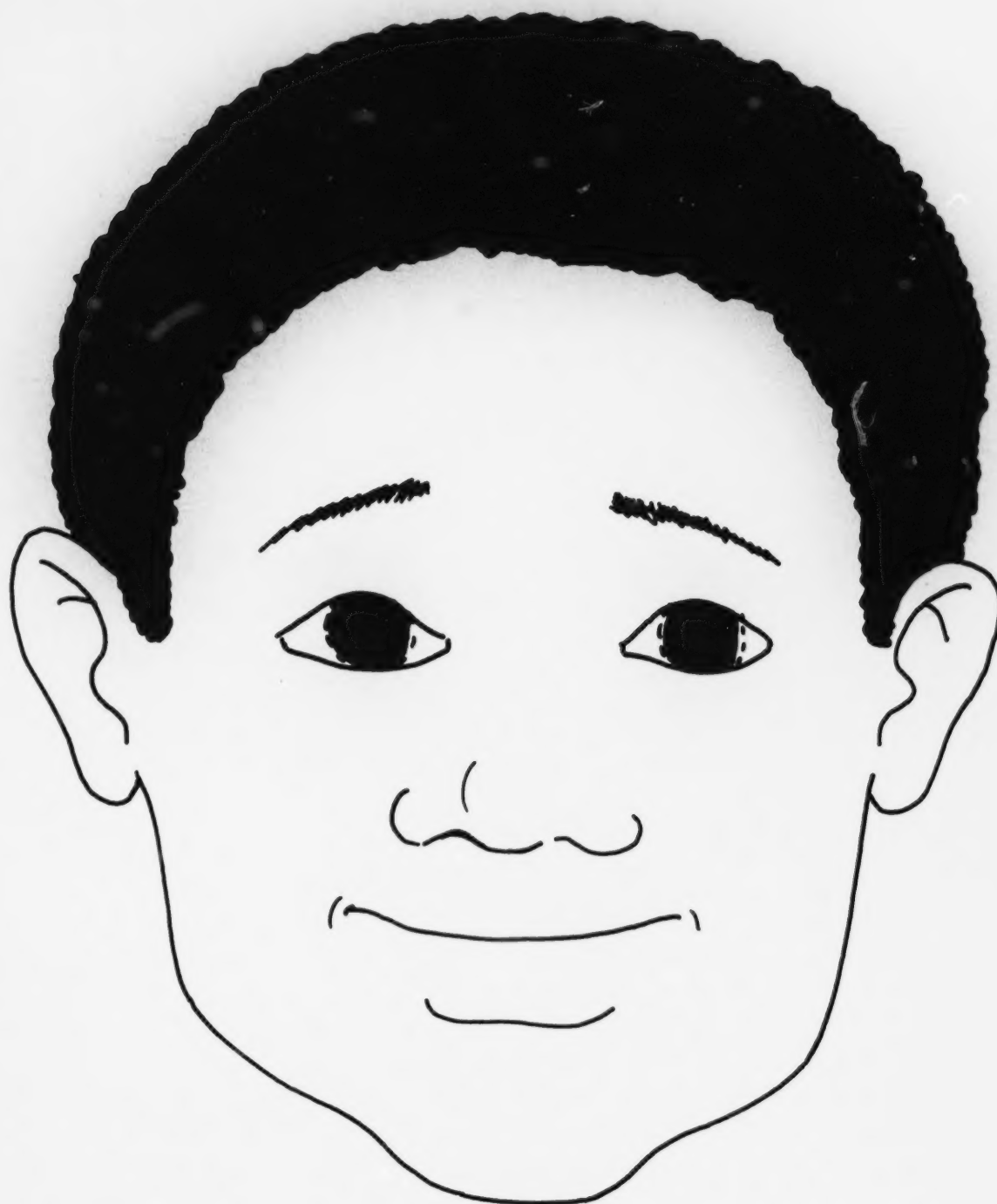
Repeat the story as time permits, giving parts to different children.



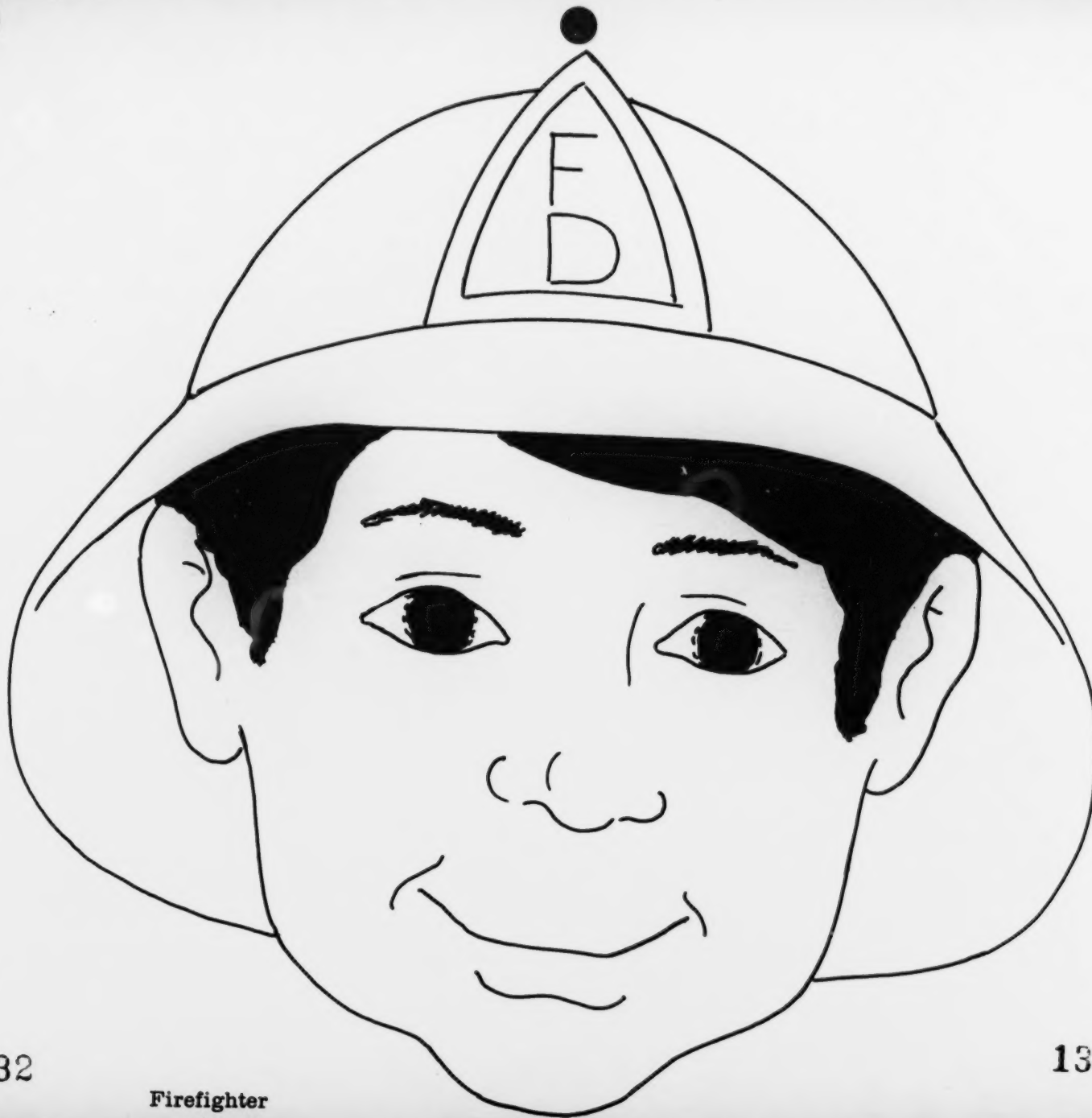
Beth



Beth's Dad



Mr. Winkle





Miss Brown (Teacher)



Paramedic



Doctor



Police Officer

COLORS AND OTHER CONCEPTS

During this three-week section, preschoolers will learn eight basic colors, three basic shapes, and the following concepts:

- inside
- outside
- in back of
- upside-down
- high
- low
- matching
- soft
- hard

Preschoolers will learn these colors and concepts by acting out oral stories and songs, sorting objects by color and shape, and following oral directions.

RED DAY

- Objectives:** To learn basic colors
To follow oral directions for labeling colors and completing a worksheet
- Materials:** self-stick badges (one for each person); red cellophane; red construction paper; masking tape; red foods; worksheet on the following page (one for each child)
- Time Required:** a few minutes throughout the school day
- Procedure:** Write a note to parents asking them to dress their children in red clothes, if possible, for Red Day. If parents send snacks with their children each day, ask them also to send red snacks on that day (suggest apples, strawberries, cherries, etc.). Send the notes home with children on the day before Red Day.
- Draw and color a red apple on each badge. Cut red cellophane into 3" x 3" squares (one for each child). Cut construction paper into smaller squares; put masking tape on each one so it can be attached to different surfaces. Reproduce the worksheet on the following page.
- If children don't bring their own snacks, bring in red snacks for snack time.
- When children come in, give an apple badge to each to wear all day long.
- Give cellophane squares to the children so they can look through them and see how the world would look if it were all red. Ask them, "What do you see?" Encourage them to answer in complete sentences. (*I see a red teacher. I see a red desk.*)
- Distribute squares of construction paper to the children so they can stick them on things in the room that are *really* red. Once again, encourage complete sentences. (*This lunchbox is red. Kevin's shirt is red.*)
- Serve red snacks at snacktime.
- Have children do the attached worksheet, coloring all the things red that are supposed to be red.
- Hint:* You can use the same ideas to have a Green Day, Blue Day, etc., for each of the basic colors.
- Source:** Sue Bickford, Clinton, Maine

Red

Color red the things
that are supposed to be red.



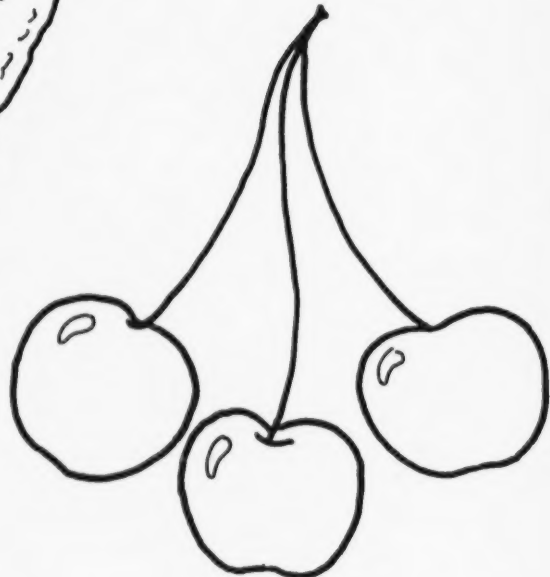
apple



milk



pickle



cherries



heart



hamburger

MASK STORY—COLORS

- Objectives:** To learn basic colors
To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** construction paper in eight colors (red, blue, yellow, green, black, orange, brown, purple); masks in each color made from the shape on the following page; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Transfer the mask shape from the following page onto sheets of construction paper. Cut out the shapes. Tape them to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

Colors

One day all the colors got together. They looked over each other and checked out each other. Finally, after they stared and stared at each other, Red stepped forward and said, "I am the very best color. I am the color of apples and strawberries. I am the color of blood, and people need blood." (**Red: "I am the very best color. I am the color of apples and strawberries. I am the color of blood, and people need blood."**) Then Red took a bow and stepped back. The audience clapped for Red.

Next, Blue stood right in front of the audience. Blue said, "No, no, Red, I am the best color. I am the color of the sky and the ocean." (**Blue: "No, no, Red, I am the best color. I am the color of the sky and the ocean."**) Blue twirled around and went back to its place. The audience clapped for Blue.

Next, Yellow danced out to the middle of the floor. Yellow said, "No, Blue. No, Red. You are *not* the best color. I am. I am the color of the sun. That makes me the best." (**Yellow: "No, Blue. No, Red. You are *not* the best colors. I am. I am the color of the sun. That makes me the best."**) And Yellow danced back to its spot. Then the audience clapped for Yellow.

Then Green hopped over in front of the audience. Green said, "I am the very, very, very best color. I am the color of grass and leaves. I am even the color of pickles, and everyone loves pickles." (**Green: "I am the very, very, very best color. I am the color of grass and leaves. I am even the color of pickles, and everyone loves pickles."**) With that Green patted the people in the audience on their heads and went back to its place. The audience clapped for Green.

Then Black stomped to the front of the audience. Black said, "I am the best and mightiest color. I am the color of night and the mighty black bear." (**Black: "I am the best and mightiest color. I am the color of night and the mighty black bear."**) Then Black roared a big roar just like a black bear and went back to its place. The audience clapped slowly for Black because Black scared them just a little.

Next, Orange skipped into the middle of the floor. Orange said, "No, no, you are all wrong. I am the best color. I am the color of sweet oranges that you eat and of fires that keep people warm." (**Orange: "No, no, you are all wrong. I am the best color. I am the color of sweet oranges that you eat and of fires that keep people warm."**) Orange skipped back to its place. The audience clapped for Orange.

Next came Brown. Brown marched out and said, "I am the best color in the whole wide world. I am the color of deer, beavers, and other wild animals." (**Brown: "I am the best color in the whole wide world. I am the color of deer, beavers, and other wild animals."**) Brown went back to its place and the audience clapped.

Finally, Purple slowly walked forward. Purple said, "Don't believe those guys. Believe me. I am the best color. I am the color of pretty flowers and sweet grapes." (**Purple: "Don't believe those guys. Believe me. I am the best color. I am the color of pretty flowers and sweet grapes."**) Purple slowly walked back to its place. Once again the audience clapped.

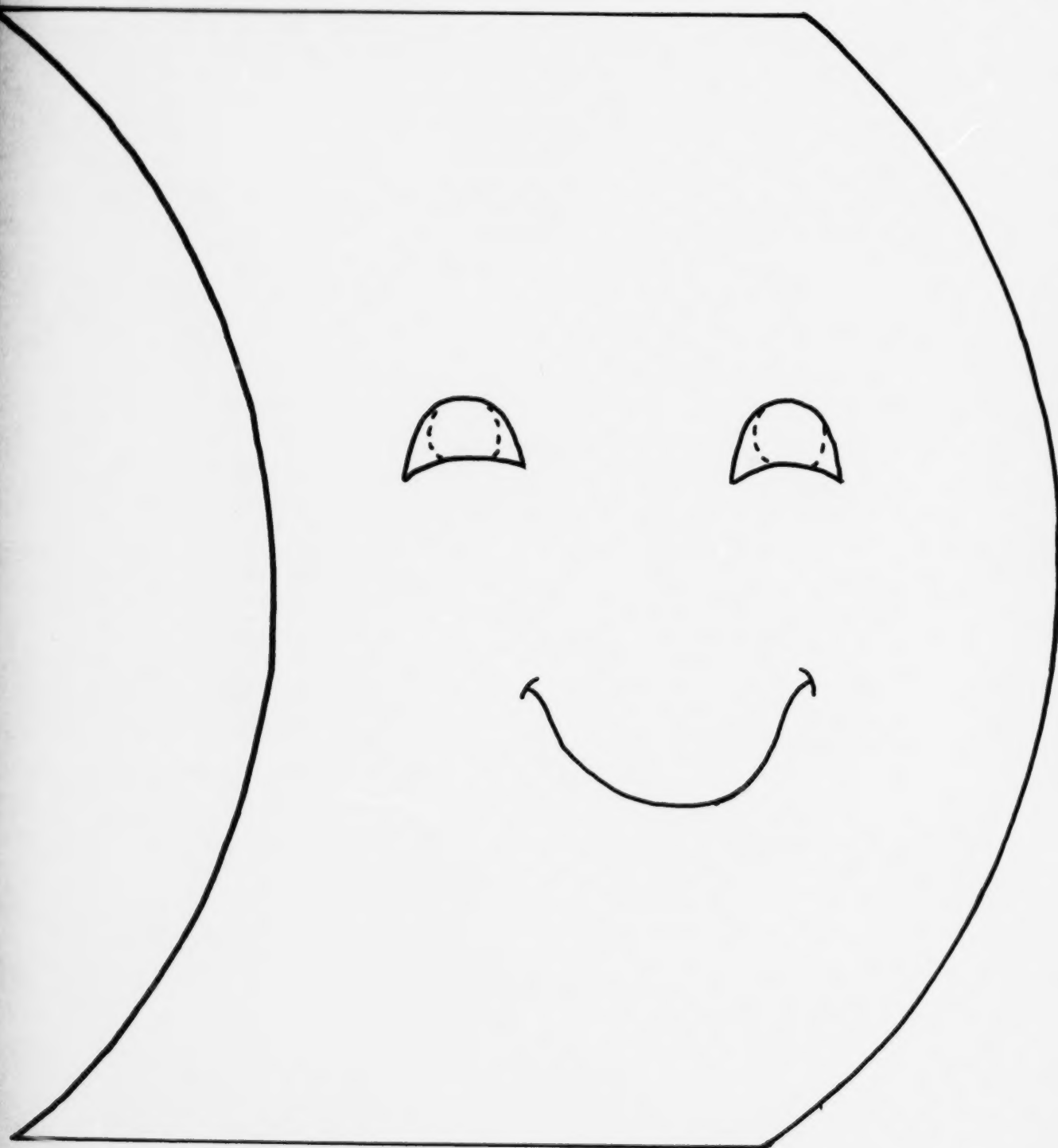
When all the colors were standing together side by side, the audience said, "Ooooh, aaaah." (**Everyone: "Ooooh, aaaah."**) They loved all the colors. And when they were all together, they looked like a big beautiful rainbow. They clapped and cheered for the colors and even stood up and clapped for them all. The colors all took a bow. They realized they were all beautiful, especially when they were all together.

THE END

Repeat the story as time permits, giving parts to different children.

Color Mask

Make one in each basic color.



SHAPE AND COLOR SORT

- Objectives:** To understand concepts of shape and color
To sort cutouts by shape and color
- Materials:** shape cutouts on page 9; construction paper in different colors
- Time Required:** 20 minutes
- Procedure:** Prepare cutouts of shapes in different colors of construction paper. Make enough so there is one of each shape and one of each color for every child.
- Seat children in a circle. Place a pile of shape cutouts in the middle of the circle. Ask one child to get up, select a circle cutout from the pile, and sit back down. Ask the next child in the circle to do the same. Continue until every child has a circle.
- Collect the circles, and again mix the shapes together. Have the children do the same sorting activity with squares, encouraging children to find a square as fast as possible. Do the same activity with triangles.
- Then use cutouts in the same way to work on *colors* rather than shapes.

SUPER CIRCLE

Objectives: To learn the concept *circle*
To answer oral questions and follow oral directions about the concept *circle*

Materials: Super Circle disguise; an assortment of shape cutouts, especially circles; circle stickers or construction paper

Time Required: 20 minutes

Procedure: Prepare a Super Circle disguise for yourself. Make a paper-plate mask, and tape circle shapes all over yourself or wear a garment with polka dots. Perhaps you can also make and carry a "circle bag."

Collect an assortment of shape cutouts (you may want to use ones on page 9). If circle stickers are not available, make coin-sized circles from construction paper, and attach masking tape to backs.

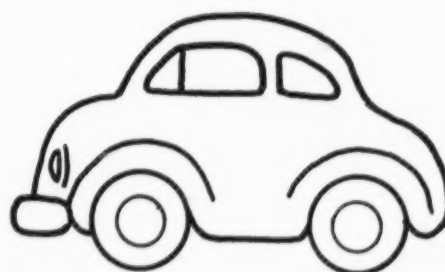
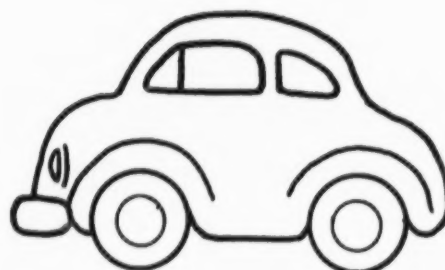
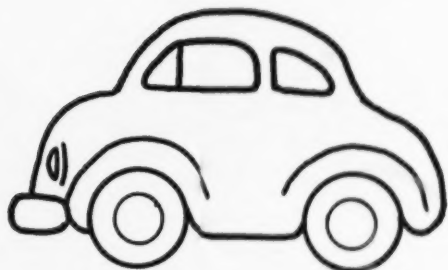
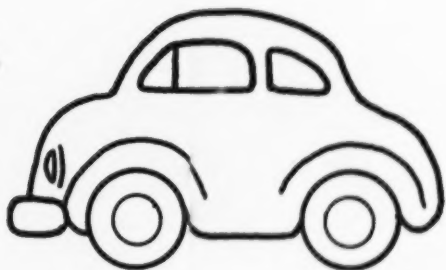
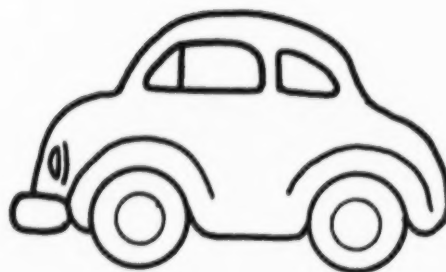
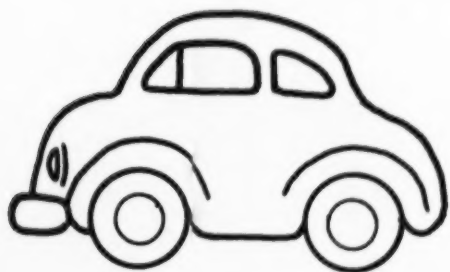
Tell the children that they are going to have a special visitor today. Leave to "go get the visitor," and come back disguised as Super Circle. Introduce yourself and tell them about your costume. As Super Circle, make a commotion about anything shaped like a circle. (*I LOVE the polka dots on your dress. They are beautiful! or Look at your heads—they're shaped just like circles. Wonderful! Wonderful!*)

Then have children do the following:

1. Show children the pile of cutout shapes with circles mixed in. Have each child select a circle from the pile and give it to you.
2. Have children point to things in the room that are shaped like circles.
3. Have children make circles with their mouths, hands, arms, legs, etc. Get very excited as they do so.
4. Ask children "circle" questions:
Do you think I'd rather eat a regular sandwich or a hamburger?
Do you think I like a wreath or a refrigerator better?
Do you think I like an eye or a leg better?
Do you think I like a bed or a clock better?
Do you think I like a door or a doorknob better?
5. Give each child a circle sticker by which to remember you (Super Circle). After you have passed them out, ask children to shout all at once what shape the stickers are (or take turns whispering the answer in your ear).

"INSIDE/OUTSIDE/UPSIDE-DOWN" SONG

- Objectives:** To learn the concepts *inside*, *outside*, *upside-down*
To learn basic colors
To follow oral directions from a song
- Materials:** car cutouts from following pages (one set per child);
construction paper in eight basic colors (red, blue, yellow,
green, orange, purple, black, brown); containers such as
paper bowls (one for each child); large cardboard box
- Time Required:** 20 minutes
- Procedure:** Transfer car shapes from following page to sheets of construc-
tion paper. Cut out the shapes.
- Give each child a set of cars (one in each color) and a
container. Have each child pick up a car and put it inside the
container, then *outside* the container. Then have them turn the
car *upside-down*. Once you have introduced the children to
these concepts, sing the following song in a sing-song voice,
and have them move their cars with the words:
- Inside, outside, upside-down.
Inside, outside, upside-down.
- Teacher: *What color car do you want to use?*
Okay, let's make the red car go . . .
- Inside, outside, upside-down.
Inside, outside, upside-down.
- Teacher: *What color do you want to use next?*
Let's make the green car go . . .
- Inside, outside, upside-down.
Inside, outside, upside-down.
- Continue with other colors.
- Next, the children sing the song while one acts it out using the
cardboard box. You and another adult will need to help the
child with the actions. That is, you help one child climb inside
the cardboard box, get outside, then turn upside-down by
standing on her head while you hold her for support. (If some
children are timid about being turned upside-down, have
them bend their heads down and look upside-down instead.)
- As time permits, repeat with different children.



MIRRORS—IN BACK OF

- Objectives:** To learn the concept *in back of*
To follow oral directions about what to do with a mirror
To orally describe what one sees in the mirror
- Materials:** hand mirrors for each child
- Time Required:** 20 minutes
- Procedure:** Give each child a hand mirror. Tell the children that today they are going to look at things in back of themselves *without* turning around—by using their mirrors. Show them how to see things behind them by looking in a mirror. Have them all sit in one long row, holding their mirrors so they can see you standing behind them. Ask them to watch you in their mirrors and tell what you are doing as you do the following:
- wave
 - open mouth
 - dance
 - stick out tongue
 - play peekaboo
 - look like a monster
 - turn around in a circle
 - sit on the floor
- Next, hold up some objects for them to see in their mirrors. Ask them to tell what each one is.

SQUARE DANCE

Objectives: To learn three basic shapes: *circle*, *square*, and *triangle*
To follow oral directions in "square dancing"
To reinforce the concept of the three basic shapes

Materials: construction paper (one sheet per child); yarn; tape recorder or record player; tape or record of background music without lyrics

Time Required: 20 minutes

Procedure: Divide construction paper equally into three stacks. Make a large circle out of each sheet in the first stack. Use the second stack to make large squares and the third stack to make triangles. Attach yarn to each shape so it can be worn like a necklace.

Put a shape necklace on each child. Have children stand in a large circle.

Tell children to listen while you play the music and dance according to the directions you give them. Turn on the music, and call out dance directions enthusiastically.

Dance directions

1. All Triangles, clap your hands.
2. All Squares, stamp your feet.
3. Circles, skip to the middle of the circle—and back again.
4. Squares, wave your arms high in the air.
5. Circles, take a bow.
6. Triangles, tiptoe to the middle of the circle—and back again.
7. All Shapes, kick your feet.
8. All Shapes, swing and sway to the music.
9. Triangles, turn around backwards and take a bow.
10. Squares, march to the middle of the circle—and back again.
11. Triangles and Squares, clap your hands.
12. Circles, clap your hands down low.
13. All Shapes, clap your hands up high.
14. Triangles, put your hands in back of you and dance to the middle of the circle—and back again.
15. All Shapes, dance slowly toward the middle of the circle so that you make a smaller and smaller circle.
16. Now all turn around the other way, and dance back to where you started.
17. Triangles, Circles, and Squares, clap your hands and stamp your feet.
18. All Shapes, take a bow and sit on the floor.

THROW A PENNY

Objectives: To correctly answer questions about shapes, colors, and other concepts
To play a team game cooperatively

Materials: numerous pennies or tokens; plastic dishpan or similar container

Time Required: 20 minutes

Procedure: Seat children in chairs in a circle. Place the container in the middle of the circle.

Tell them that they will take turns answering questions. Whenever someone gives a correct answer, that person gets a chance to pitch a penny into the container. Explain that they are going to work together to try to pitch at least five pennies (*group total*) into the container.

Ask a child to name one blue thing. If the answer is correct, give the child a penny to throw into the container. Give help as needed so each child can succeed. (*Point to one other red thing that looks like my red shirt.*) Ask the next child a different question. Continue with questions until everyone has had a turn. Then count how many pennies are in the container to see if the group got five or more inside.

Sample questions

Name one red thing.
Name two yellow things.
Name one thing shaped like a circle.
Point to a soft thing.
Name something high in here.
Name one brown thing.
Name one orange thing.
Name two things in back of you.
Name two low things in this room.
Name something that is shaped like a square.
Show me two things you are wearing that match.
Name two red things.
Point to two green things.
Name something that is outside this school.
Take off your shoe and put it upside-down.
Name something that is shaped like a triangle.
Name two hard things.

Hints:

1. If most children are missing the container, have all of them scoot their chairs inward a little.
2. If you play a second round, challenge the children to beat their first score (number of pennies in the container).

CRAZY CONCEPT SOUP

Objectives: To understand colors, shapes, and the concepts of *inside/outside, matching, soft/hard, upside-down*
To follow oral directions for "making soup"

Materials: paper bowls, plastic spoons (one each for each child); construction paper (red, blue, green, orange, black); file folders; cotton balls; pennies

Time Required: 20 minutes

Procedure: Prepare a set of the following "ingredients" for each child:
three red strips (stick-of-gum size) of construction paper
two blue strips of construction paper
two green strips of construction paper
two orange strips of construction paper
two black strips of construction paper
one 1" square cut from a file folder
two small triangles cut from a file folder
one quarter-size circle cut from a file folder
one cotton ball
one penny

Give each child a bowl, spoon, and a set of ingredients. They must listen to your directions below to make some Crazy Soup.

Crazy Soup

1. First, put in two reds.
2. Then put one blue and one green into your bowl.
3. Stir the Crazy Soup four times with your spoon.
4. Add one square and two triangles.
5. Put in the soft thing, followed by one orange thing.
6. Cook your crazy soup five seconds.
7. Stir the soup with your spoon upside-down.
8. Add two blacks and the hard thing.
9. Blow on your soup two times.
10. Hold the circle in back of you, then make it touch two things on your feet that match.
11. Then add the circle to the soup.
12. Put in another orange and a blue.
13. Lift your soup up high and stir it, then stir it down low.
14. Stir it with one finger, then with a different finger.
15. Stir the air.
16. Put in a red and a green.
17. Stir it one way three times and the other way four times.
18. Touch the outside of your bowl to be sure it's not too hot or cold.
19. Taste your crazy soup. How is it?

Allow children to take turns "playing teacher," giving directions to the rest of the class.

FOOD

Everyone loves to eat, so food is a great topic for listening and speaking activities! During this four-week section, preschoolers will solve riddles about foods, follow directions about how to cook real and pretend foods, learn new vocabulary for unfamiliar foods, act out stories and poems about foods, and learn to differentiate fruits and meats.

WHAT FOOD ARE YOU EATING?

- Objectives:** To act out short scenes as they are read orally
To solve oral riddles
To generate oral riddles about food
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read aloud the following scenes, and have children act them out as you read. After each one, ask children to solve the riddle about which food they were eating in the scene.
1. You use a big knife to cut off a chunk of this fruit. You bite into the pink part. It is cool and refreshing. You are careful to spit the seeds back out. What are you eating? (watermelon)
 2. You cook this food on the grill. It is red, long, and skinny. You carefully turn it over on the grill so that it cooks on the other side, but you don't want it to roll away. Then you put it in a long white roll. You add some mustard, relish, ketchup, and onions, and open your mouth wide for a big bite. What are you eating? (hot dog)
 3. You get a bunch of this green fruit out of the refrigerator. You wash off the bunch. You pull them off one at a time and put them in your mouth. You eat another and another. You pucker your lips because they taste just a little sour. What are you eating? (grapes)
 4. You put some mayonnaise on some bread for a sandwich. Then you add a slice of pink round meat. You put the sandwich together, and cut it in half. What kind of sandwich are you eating? (bologna)
 5. You also break this yellow fruit off the bunch, but this fruit is much bigger than the green fruit. You peel it and bite the white fruit inside. What are you eating? (banana)
 6. You cook this big bird in the oven. After several hours, it is nice and brown and tender. You take it out of the oven and make some gravy from the stuff in the bottom of the pan. Then you cut up the bird and serve it to everyone for Thanksgiving dinner. What kind of bird is it? (turkey)

Allow children to take turns "playing teacher," saying riddles for others to act out and guess.

SILLY SANDWICHES

- Objective:** To follow oral directions
To identify food cutouts when they are named
To role-play cooking
- Materials:** envelopes; cutouts from the following pages (one set for each child); colored construction paper
- Time Required:** 20 minutes

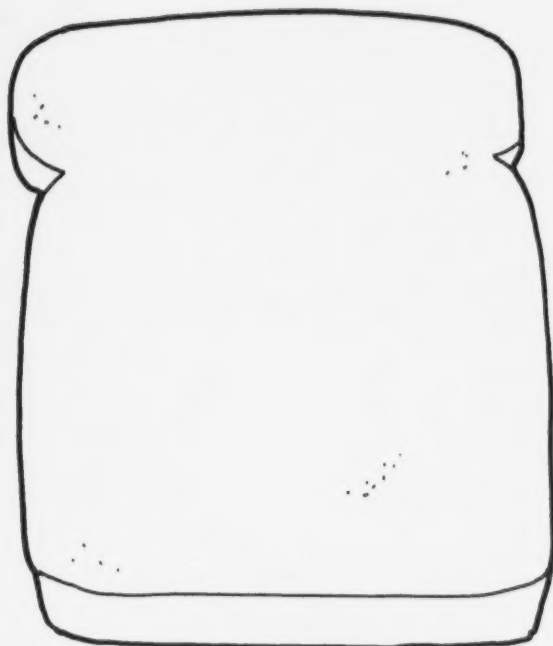
Procedure: Transfer shapes from following pages to sheets of construction paper in appropriate colors (green for pickle, red for apple, etc.). Cut out shapes. Place each set of shapes in an envelope.

Give an envelope with shapes to each child. Name each cutout and ask the children to find it and take it out of the envelope. (*Take out your carrots and your pickles. Find all your fruits.*) Tell children that they are going to make silly sandwiches, but they must follow your directions exactly. Read the following "recipe" aloud and have them act it out.

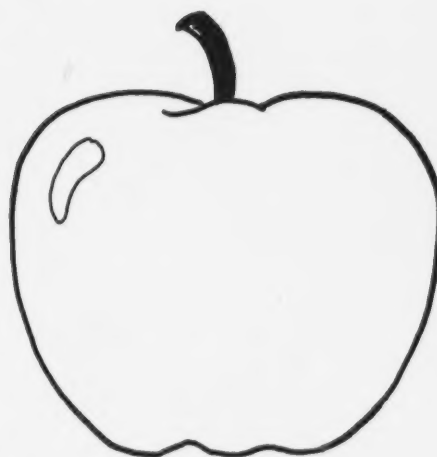
Silly Sandwiches

1. Put the carrot and lettuce in the pan.
2. Add the broccoli and cook them all for ten seconds.
3. Put all these cooked vegetables in a pile on one slice of bread.
4. Put three squirts of ketchup on the other piece of bread.
5. Spread the ketchup with your pointing finger.
6. Now wipe your finger on your clothes, but don't tell your mother.
7. Pick up the pickle and make it go around your head two times.
8. Now make the pickle go around your head one more time, and then put it on your bread with all the other foods.
9. Pick up the apple. Make it touch both your ears, then put it on the sandwich.
10. Put three bananas in your pan. Cook them on your knee for three seconds, then on your other knee for three seconds.
11. Squirt a little ketchup in your hair and mix it in.
12. Hold the pear upside-down, then put it on your shoulder and then on your sandwich.
13. Put your pieces of bread together like a sandwich.
14. Now smile two times, cry one time, then pretend to eat your sandwich.

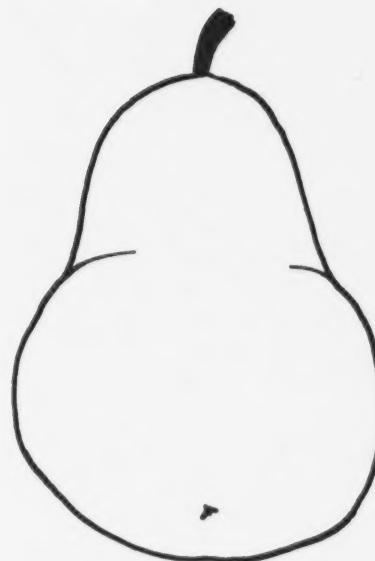
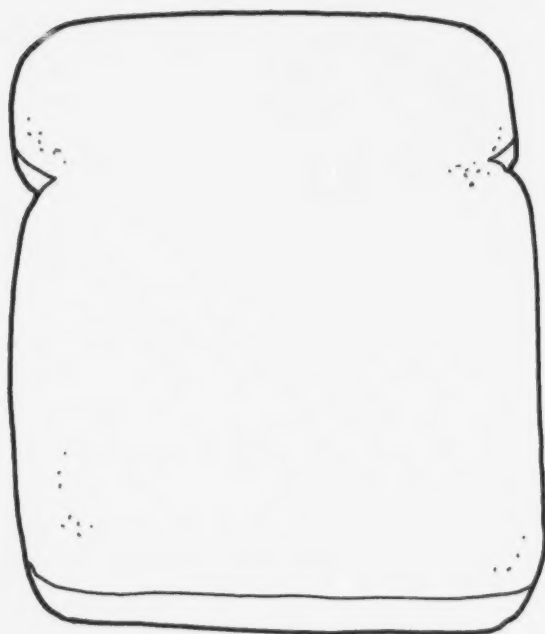
Let children take their ingredients home to tell their parents how to make a silly sandwich.



bread



apple



pear

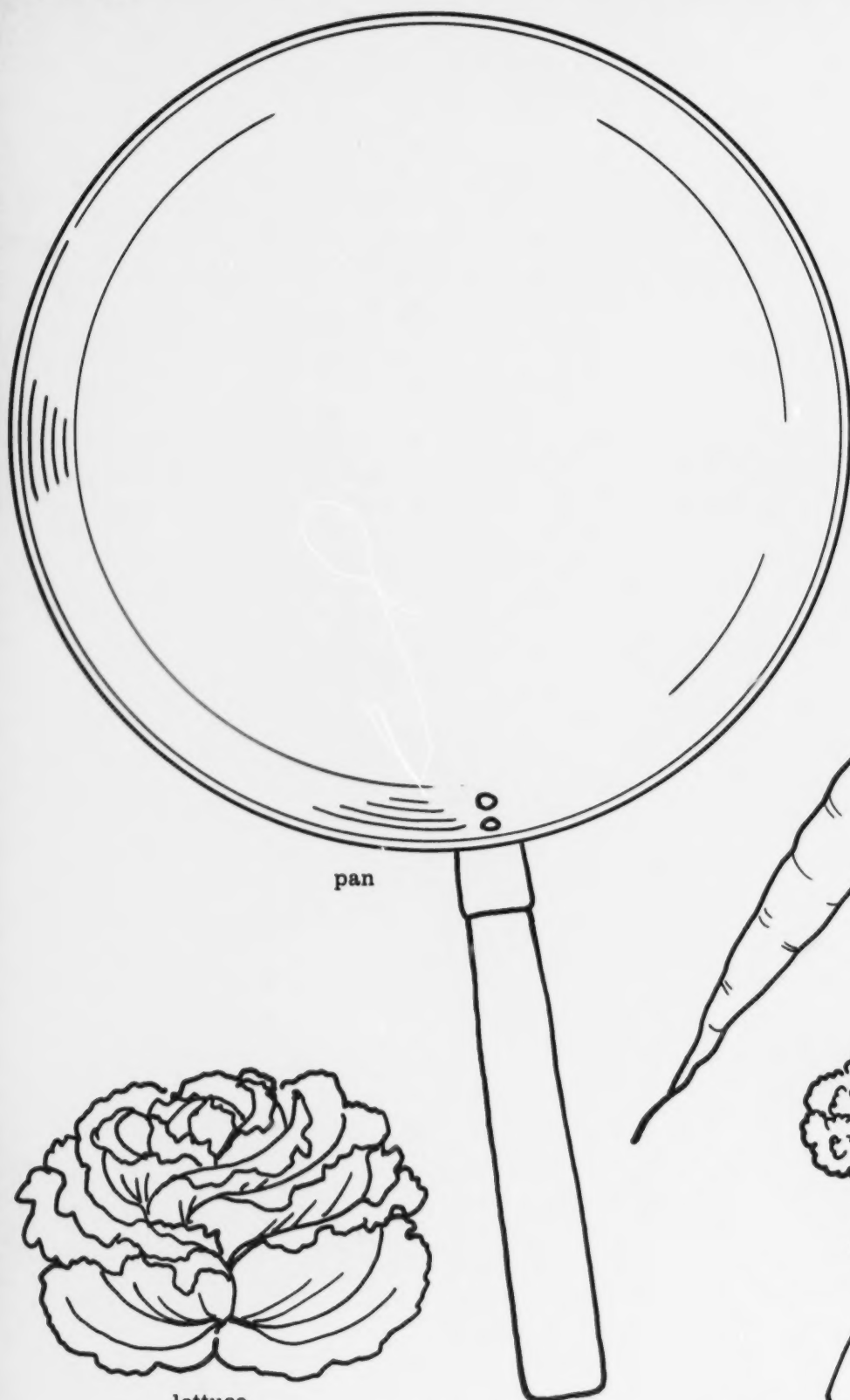


bananas

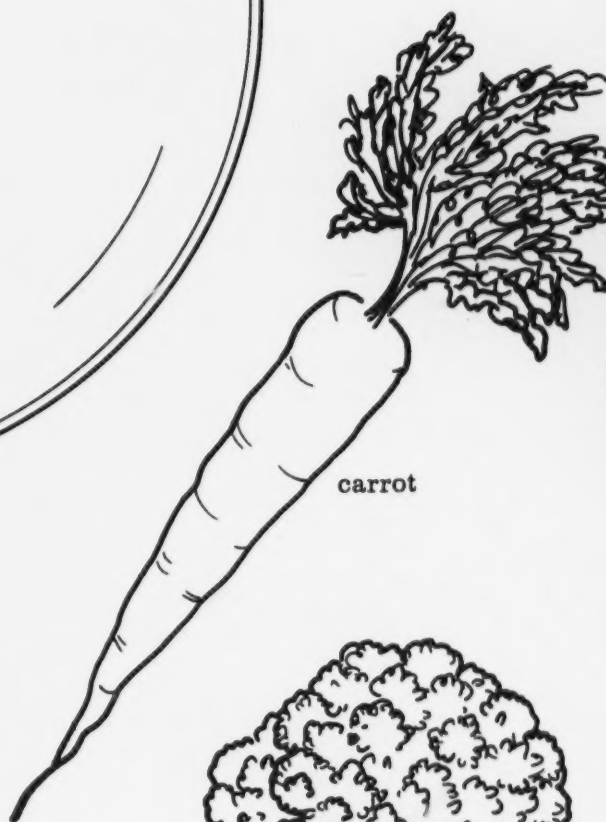


pickle

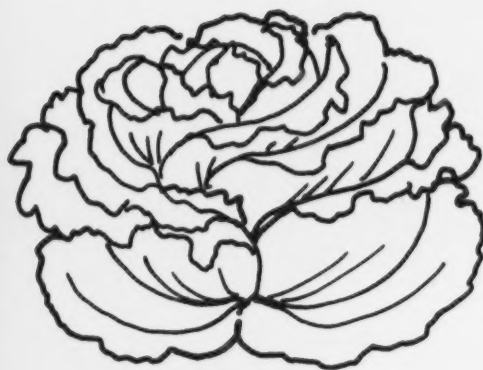




pan



carrot



lettuce



broccoli

SECRET SNACKS

Objectives: To ask questions in order to determine what another person's secret food is
To correctly answer questions about one's own secret food

Materials: snacks from home (one from each child)

Time Required: 20 minutes

Procedure: On the day before this activity, write a note to each child's parents asking them to send a "secret" snack hidden in a lunchbox or paper bag. Ask children not to tell anyone what their secret snacks are.

Tell children that they are going to try to guess each other's snacks, one at a time, by asking questions. Begin by asking one child to stand, bag or lunchbox in hand, in front of the class. The rest of the class should ask the child questions to determine what the snack is.

Possible questions

1. What color is it?
2. How does it taste? (sweet, salty)
3. What's it made of?
4. Where does it grow?
5. Where do people keep it at home?

After the class has guessed the snack, repeat the activity until every child has had a turn.

EXPLORING UNFAMILIAR FOODS

- Objectives:** To become familiar with unfamiliar foods
To learn vocabulary for unfamiliar foods
- Materials:** foods that are unfamiliar to most preschoolers (papaya, pomegranate, avocado, parsnips, kiwi, currants, jicama); knives or other utensils as needed to peel, cut, or eat foods
- Time Required:** 20 minutes
- Procedure:** Buy unusual foods (at least five, no more than eight) that can be eaten as is without preparation. Arrange the foods whole and unpeeled on a table.
- Sit around the table with the children and examine the unusual foods. Tell them what each is called. Share any facts you know about the foods (where they grow, how they are stored or prepared). Let them feel the foods, smell them, and guess what they look like inside. Then cut the foods open and show them what they look like. Let the children taste every food they want to taste. Frequently ask children to repeat the names of the foods after you. (*Say papaya three times.*) After several fruits, refer back to previous ones. (*Who remembers the fruit that we looked at second? It had little seeds in it.*) Finally, ask children which fruits were their favorites and why.
- Hint:* If possible, do this activity with small groups of children (four to six). That way they can more actively examine the unfamiliar foods.

YOUR LITTLE EGG

- Objectives:** To follow oral directions
To role-play being a caretaker/babysitter
- Materials:** hard-boiled eggs in the shell (one for each person); box of tissues; plastic spoons (one for each person)
- Time Required:** 20 minutes
- Procedure:** Prepare hard-boiled eggs. When cool, use markers to draw on eyes, noses, and mouths.
- Tell the children that someone asked you to babysit for them and that you need their help with babysitting. Explain that the "baby eggs" are very little and need lots of care and extra attention. Then give each child a hard-boiled egg to babysit. Keep one for yourself so you can model how to handle and talk to the babies. Ask the children to do the following:
1. Feed the baby with a plastic spoon.
 2. Tell a story to the baby.
 3. Put the baby to bed, covering it with a tissue.
 4. Sing the baby to sleep.
 5. Play a game such as peekaboo with the baby.
 6. Take the baby for a walk around the room.
- Encourage children to talk to their eggs.

FRUIT PLATTER

- Objectives:** To learn the names of different fruits
To follow oral directions in preparing a fruit platter
- Materials:** assorted fruits; a large plate or platter; paring knife; plastic knives and forks
- Time Required:** 30 minutes
- Procedure:** Tell children that you are going to make a fruit platter for today's snack, and they are going to help prepare it. Have children wash their hands. Give each child a plastic knife for cutting softer fruits. Keep the paring knife for yourself to cut harder fruit. Have children prepare whatever fruits they can (peeling and cutting bananas, washing and separating grapes, peeling and separating orange sections, hulling strawberries). After the platter is prepared, serve the children, asking them to name what they *do* want and *don't* want.

MASK STORY—FOODS IN THE REFRIGERATOR

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional) and cut out masks. Tape them to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

Foods in the Refrigerator

One day Mrs. Ashey returned home from shopping. She carried in all of her groceries and put them on the counter. She opened the refrigerator and put in the pickles and milk. Then she made some juice. She stirred and stirred it. Then she put it in the refrigerator. She put the broccoli and mustard in the refrigerator, too. After she had put her groceries in the refrigerator, she began to clean the house.

Meanwhile, inside the refrigerator, the foods were starting to shiver. It was getting mighty cold in there. The milk said, "It's too cold in this refrigerator." (**Milk: "It's too cold in this refrigerator."**) The mustard said, "I agree." (**Mustard: "I agree."**) The broccoli added, "Let's sneak out of here." (**Broccoli: "Let's sneak out of here."**) They all nodded their heads yes, agreeing with the broccoli.

They soon had their chance. Mrs. Ashey started sweating from working so hard, and she wanted a cool drink. She opened the refrigerator and took out the juice. She poured herself a glass of juice and drank it. While the refrigerator door was still open, the pickles and the milk quietly ran away to hide. The broccoli and the mustard hooked arms and silently skipped away to hide. The juice even tiptoed away from Mrs. Ashey and hid.

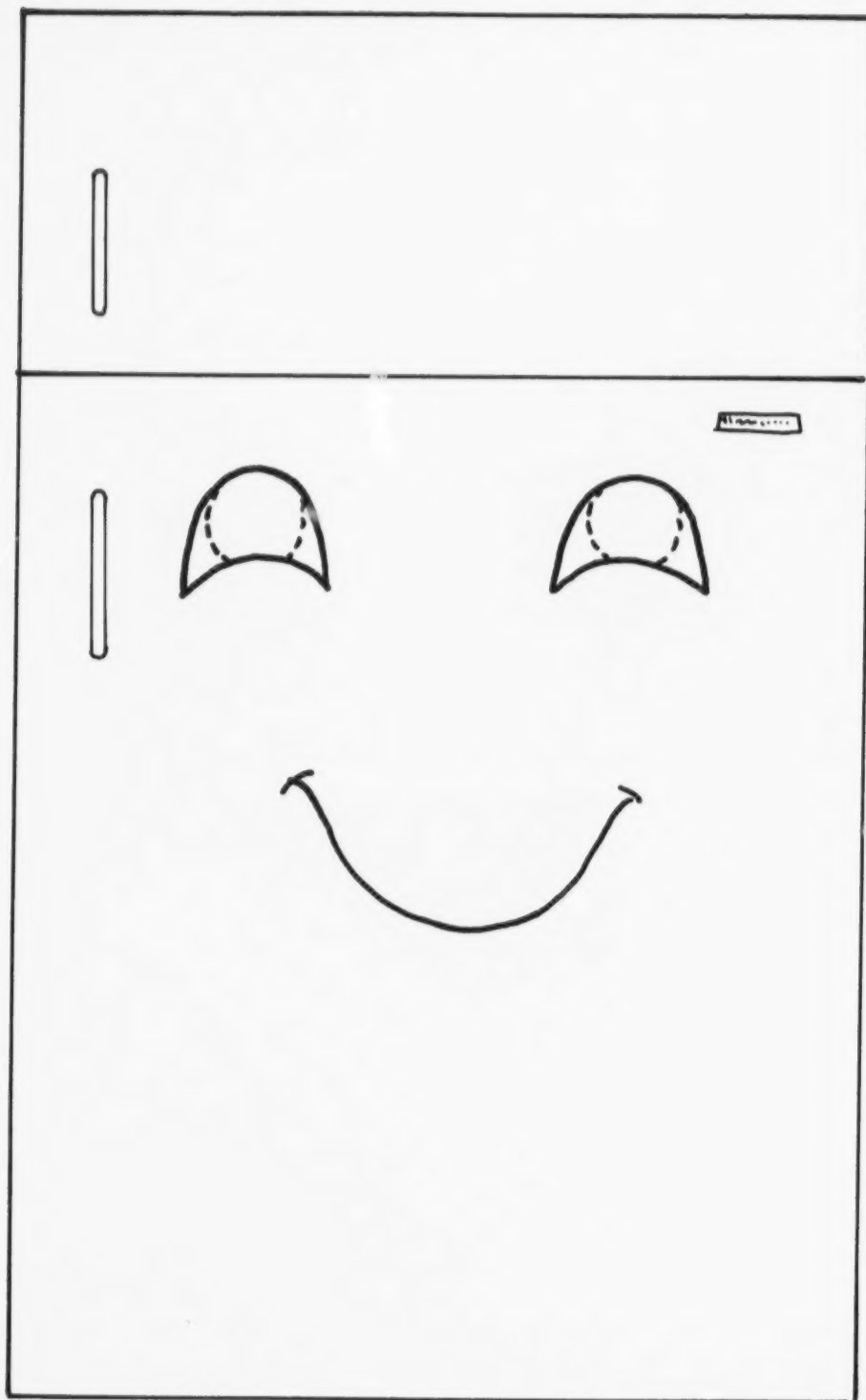
When Mrs. Ashey started to close her refrigerator door, she noticed that all her food was gone. She exclaimed, "Where are all my foods?" (**Mrs. Ashey: "Where are all my foods?"**) She started searching everywhere for them. She looked and looked until she found them all and put them back in the refrigerator. Then she asked, "Why did you sneak off?" (**Mrs. Ashey: "Why did you sneak off?"**) They all answered, "Because it's too cold in here." (**All foods: "Because it's too cold in here."**) She said, "That's no problem." (**Mrs. Ashey: "That's no problem."**) And she turned down the knob in the refrigerator so it wouldn't be so cold. She asked the foods, "How's that?" (**Mrs. Ashey: "How's that?"**) They all said, "Much better, thank you." (**All foods: "Much better, thank you."**) The foods stayed in the cool, comfortable refrigerator after that and didn't run away again. They lived happily ever after!

THE END

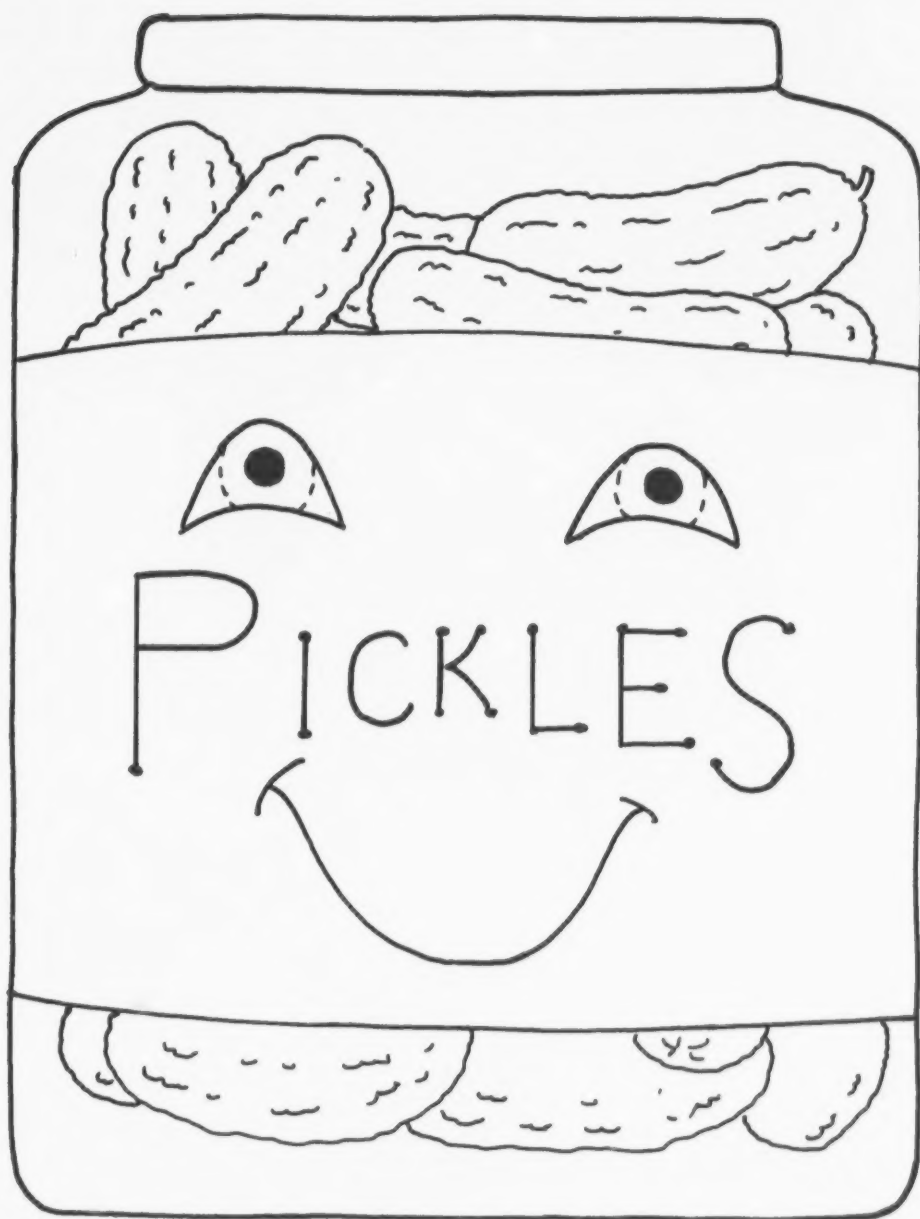
Repeat the story as time permits, giving parts to different children.



Mrs. Ashey



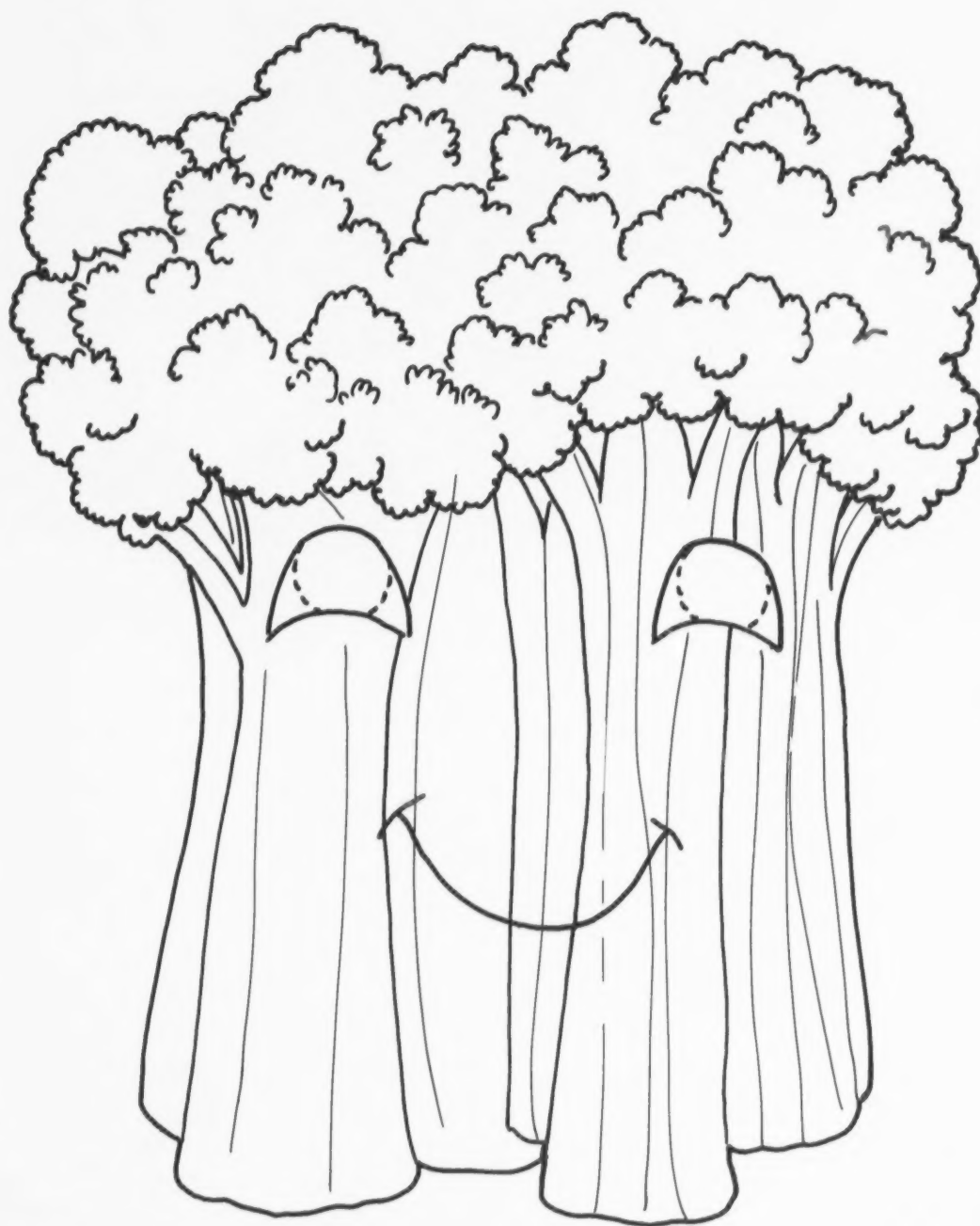
Refrigerator







Juice



Broccoli



FOOD SWAP

- Objectives:** To develop categorization skills
To perform a specified action upon hearing a signal
- Materials:** assorted pictures of fruits and meats; kitchen timer
- Time Required:** 20 minutes
- Procedure:** Collect magazine pictures (one for each child) of fruits and meats (equal number of each).
- Discuss with the children the characteristics of fruits (sweet, eat for desserts or snacks, grow on trees, eat raw) and meats (come from animals, always cooked). Give examples of each. Then tape a picture of a fruit to one wall and a picture of meat to the opposite wall.
- Give each child a picture of fruit or meat. When you set the timer and say, "Go!" children should randomly walk around the room and trade their pictures with every person that they pass. When the timer rings, each child should look at the picture in hand. Then they should go to the wall with the picture for that food category.
- Repeat the game as much as time permits. Praise the children as they correctly differentiate fruits from meats.

ACTING OUT POEMS ABOUT FOOD

- Objectives:** To listen attentively to poems as they are read
To act out the poems as they are read
- Materials:** uncooked macaroni; peanut butter; paper cups and plastic spoons (one of each for each child); books (one for each child)
- Time Required:** 20 minutes
- Procedure:** Give each child a piece of macaroni and a book. Read the following poems, and have children do the actions described in each. As you read, model the actions for the children.

Poem

Magical Macaroni

There's magical macaroni everywhere
I look.

One on my head, one on my shoulder,
one on my book.

There's magical macaroni everywhere
I see.

One on my foot, one on my lap, one
on my knee.

Magical macaroni way up high.

Magical macaroni on my thigh.

Magical macaroni on my nose.

Magical macaroni touch my toes.

Magical macaroni move fast, then
slow.

Magical macaroni, where did you go?

Actions

Hold up macaroni and look at it.

Put macaroni on head, shoulder,
then book.

Hold up macaroni and look at it.

Put macaroni on places named.

Lift macaroni high.

Put macaroni on thigh.

Put macaroni on nose.

Touch toes with macaroni.

Move macaroni fast, then slow.

Hide macaroni behind back.

Poem***Sandwiches***

Sandwiches, sandwiches
Let's make sandwiches.

A head sandwich

Take two hands and put your head in
the middle.

A nose sandwich

Take two fingers and put your nose in
the middle.

A knee sandwich

Take two elbows and put your knee in
the middle.

A me sandwich

Take two arms and put me in the
middle!

Peanut Butter

Sticky, icky peanut butter
On my upper lip.

Lap it once,

Lap it twice,

That does the trick.

Sticky, icky peanut butter
On my bottom lip.

Lap it once,

Lap it twice,

That does the trick.

Sticky, icky peanut butter
On my chin.

Lap it once,

Lap it twice,

That DOESN'T do the trick.

Actions

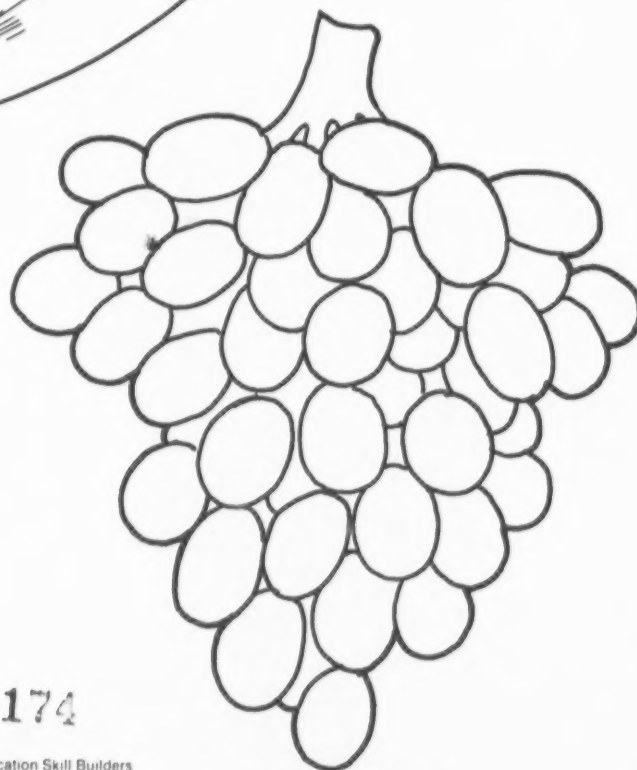
Do actions as poem says.

Give each child a cup with a little peanut butter in it. As the poem names a part of the body, children should put a little on that part and lick it off appropriately. After the poem, allow everyone to wash up.

Hint: Repeat poems and have children join you, or say a line and pause so children can fill in the missing word. (*Sticky, icky peanut _____.*)

FRUITY MUSIC

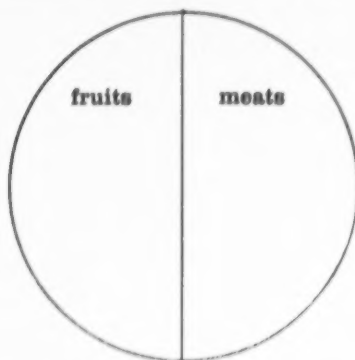
- Objectives:** To follow oral directions
To give oral directions
- Materials:** fruit cutouts on following page; yarn; paper-towel tubes; spoons; blocks
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out fruits. Attach each fruit to a piece of yarn to make a necklace (one for each child). Assemble a set of instruments (paper-towel tube, spoon, two blocks) for each child.
- Have each child wear a fruit necklace. Tell them to listen carefully because sometimes you will tell only the bananas or only the apples to do something. Give them each a set of instruments and have them do the following:
1. Bananas, tap your spoons in your hands.
 2. Apples, hum softly into your tubes.
 3. Grapes, tap your spoons softly on the sides of your tubes.
 4. Apples, tap your spoons on the bottoms of your shoes.
 5. Bananas, hum "Happy Birthday" into your tubes.
 6. Grapes, bang your blocks together.
 7. Apples, hum a high note into your tubes.
 8. Grapes, hum a low note into your tubes.
 9. Bananas, tap your spoons on one of your blocks.
 10. Apples and Grapes, together, clap your hands.
 11. Bananas and Grapes, together, hum into your tubes while you cover the other ends with your hands.
 12. All Fruits, tap your spoons on your blocks.
- Allow children to take turns "playing teacher," giving directions to the rest of the class.



PRETEND PLATTERS

Objectives: To learn to categorize fruits and meats
To learn vocabulary for different fruits and meats

Materials: paper plates (one for each child) marked as shown; magazine pictures of fruits and meats; glue



Time Required: 20 minutes

Procedure: Cut out and bring in many magazine pictures of fruits and meats (several of each for each child).

Tell children that today they will make platters of paper food to take home. Have children sit in small groups at each table. Give each child a paper plate, and give each group a pile of magazine pictures. Have the children paste pictures onto the appropriate sides of their plates. Encourage them to name their fruits and meats. Let them take their platters home.

BANANA DIPS

- Objective:** To follow oral directions (recipe) for preparing banana dips
- Materials:** bananas; peanut butter; honey; nuts; instant pudding (two flavors); milk; egg beater; rolling pin; mixing bowls; serving spoons; paper plates (one for each person)
- Time Required:** 30 minutes
- Procedure:** If possible, arrange to have one or more adults help you.
- Divide children into small groups of three to five. Ideally, one adult should work with each group. Have each group make one of the following dip recipes as you give them directions.

Peanut Butter Dip

1. Put a few spoonfuls of peanut butter into a bowl.
2. Add honey until mixture is easy to stir.
3. Crush some nuts with the rolling pin.
4. Add the nuts to the peanut-butter mixture and stir.

Instant Pudding Dips

Read aloud and follow the recipe on the pudding box. Make two flavors of pudding.

After the dips are made, cut bananas into bite-size chunks. Give each child a paper plate with several banana chunks and a spoonful of each dip. As children eat, ask them if they can remember how they made their own special dips.

ANIMALS

This section has listening and speaking activities to last for six weeks. During this section, your preschoolers will act out traditional (*The Three Pigs*, *Old MacDonald Had a Farm*) and new stories and songs about animals. They will also solve oral riddles about animals, make appropriate sounds for given animals, and follow oral directions on how to manipulate toy animals and how to pretend to be different animals.

ACTING OUT A STORY—GOLDILOCKS AND THE THREE BEARS

- Objectives:** To listen attentively to a children's story as it is read
To act out the story as it is read
- Materials:** props for the story: three bowls, three spoons, three chairs, three beds (towels laid on floor will do)
- Time Required:** 25 minutes
- Procedure:** Read the following story aloud and play all the parts to show the children how to act it out. They will then understand how to use the props.
- Assign parts in the story, and read the story again while the children act it out. The rest of the class can be the audience.

Goldilocks and the Three Bears

Parts: *Goldilocks, Mama Bear, Papa Bear, Baby Bear*

Once there were three bears—Mama Bear, Papa Bear, and Baby Bear. One day Mama Bear cooked some porridge for her family. When it was ready, she said, "Come and get it." (**Mama: "Come and get it."**) The three bears sat down to eat their porridge. But when Baby Bear hurried to take a bite, he yelled, "Ow! It's too hot!" (**Baby: "Ow! It's too hot!"**) Mama Bear and Papa Bear each tasted the porridge and nodded their heads yes. They agreed. Papa Bear said, "Let's go for a walk and let the porridge cool off." (**Papa: "Let's go for a walk and let the porridge cool off."**) So the bears left for a walk in the woods.

While they were gone, a little girl named Goldilocks knocked on their door. When no one answered, she knocked again. Still no one answered. Slowly she opened the door and asked, "Is anyone home?" (**Goldilocks: "Is anyone home?"**) No one answered, but by that time Goldilocks smelled something delicious. She kept smelling and smelling until she found the porridge. She tried Papa Bear's porridge, but she said, "It's too hot!" (**Goldilocks: "It's too hot!"**) Then she tried Mama Bear's porridge and said, "That's too cold!" (**Goldilocks: "That's too cold!"**) So she tried Baby Bear's porridge and said, "This is just right!" (**Goldilocks: "This is just right!"**) And she ate all of Baby Bear's porridge.

Then she went into the other room. She saw three chairs. She sat in Papa Bear's chair. She stood right back up and said, "That was too hard!" (**Goldilocks: "That was too hard!"**) Then she sat in Mama Bear's chair and stood right back up, saying, "That's too soft!" (**Goldilocks: "That's too soft!"**) Finally, she sat in Baby Bear's chair. She said, "This is just right!" (**Goldilocks: "This is just right!"**) But it wasn't—it broke.

Goldilocks yawned. She was pooped out from all that eating and sitting. She climbed up the stairs. She saw three beds. She laid down on Papa Bear's bed and got right up, saying, "That is too hard!" (**Goldilocks: "That is too hard!"**) Then she lay on Mama Bear's bed. She got back up and said, "That is too soft!" (**Goldilocks: "That is too soft!"**) Finally she lay on Baby Bear's bed. She didn't say a word. She just fell asleep in that just-right bed.

Soon the three bears got back from their walk in the woods. When they saw their porridge, Papa Bear said, "Someone's been eating my porridge." (**Papa: "Someone's been eating my porridge."**) Mama Bear said, "Someone's been eating my porridge, too." (**Mama: "Someone's been eating my porridge, too."**) And Baby Bear said, "Someone's been eating my porridge, and it's all gone!" (**Baby: "Someone's been eating my porridge, and it's all gone!"**) Baby Bear cried.

Next the three bears saw their chairs. Papa Bear felt his chair and said, "Someone's been sitting in my chair." (**Papa: "Someone's been sitting in my chair."**) Mama Bear felt her chair and said, "Someone's been sitting in my chair." (**Mama: "Someone's been sitting in my chair."**) Baby Bear cried when he saw his chair. He said, "Someone's been sitting in my chair, and they broke it all to pieces!" (**Baby: "Someone's been sitting in my chair, and they broke it all to pieces!"**)

Then the three bears climbed the stairs. Papa looked at his bed and said, "Someone's been sleeping in my bed!" (**Papa: "Someone's been sleeping in my bed!"**) Mama Bear said, "Someone's been sleeping in my bed!" (**Mama: "Someone's been sleeping in my bed!"**) Baby Bear exclaimed, "Someone's been sleeping in my bed, and she's still there!" (**Baby: "Someone's been sleeping in my bed, and she's still there!"**) Suddenly Goldilocks woke up. She looked worried seeing three bears staring at her. But the three bears patted her on the back to make her feel better. Goldilocks said, "I'm sorry that I ruined some things in your house." (**Goldilocks: "I'm sorry that I ruined some things in your house."**) They all said, "It's no big deal." (**Three bears: "It's no big deal."**) Then they all went downstairs to make some porridge for all of them.

THE END

Repeat the story as time permits, giving parts to different children.

ACTING OUT STORIES—WHAT ANIMAL ARE YOU?

- Objectives:** To act out short stories as they are read orally
To solve oral riddles about animals
To learn new vocabulary about animals
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read the following stories aloud. Have the children act out each story as you read it. Then have children guess the animal that they are acting out.
1. You flap your wings and fly up to the top of the barn. You perch on the roof. Way off you see the sun is rising, so you crow. Then you crow again to be sure everyone heard you. Then you fly down to the ground and eat a few bugs for breakfast. What animal are you? (rooster)
 2. You live in the woods. You eat some leaves. Then some more leaves. Suddenly you lift your head. You hear an animal sneaking up on you. It is a fox. As the fox runs at you, you puff out your quills. The fox gets some quills stuck in him when he tries to take a bite out of you. The quills hurt him and he runs away. You keep eating leaves. You're glad you have quills to protect you. What animal are you? (porcupine)
 3. You live in a pen. You eat the scraps that the farmer brings you. You're a noisy eater. Then you snort to tell him that you want some more food. You love to eat. You snort again. But the farmer doesn't bring you any more food, so you dig in the mud with your snout and lay down in the cool mud. What animal are you? (pig)
 4. You climb up the side of a wall and find a good place for a web. Quickly you spin a web. Then you curl up in a ball and hide behind the web. Soon a fly flies by and gets caught in your web. You hurry out and grab the fly with two of your legs. You eat him. Then you hide, waiting for more flies. What animal are you? (spider)
 5. You climb a tree. You pick a banana, peel it, and eat it. You swing over to the next tree and the next tree. You wiggle your fingers in your armpits and say, "Ooh! Ooh! Aah! Aah!" What animal are you? (monkey)
 6. You fly over to a flower. You buzz and buzz. You fly back to your hive and make some honey. What animal are you? (bee)
 7. You crawl on the ground. You stick your tongue out, then in, then out. Now you make a hissing sound. What animal are you? (snake)

Allow children to take turns "playing teacher," telling animal stories for the class to act out and guess.

ANIMAL BINGO

- Objectives:** To put a marker on a picture when hearing the name of that picture
 To put a marker on a picture when hearing a sentence that describes that picture

Materials: bingo strip cutouts (one for each child) on following pages; pennies or other tokens to use as markers; animal stickers for prizes (optional)

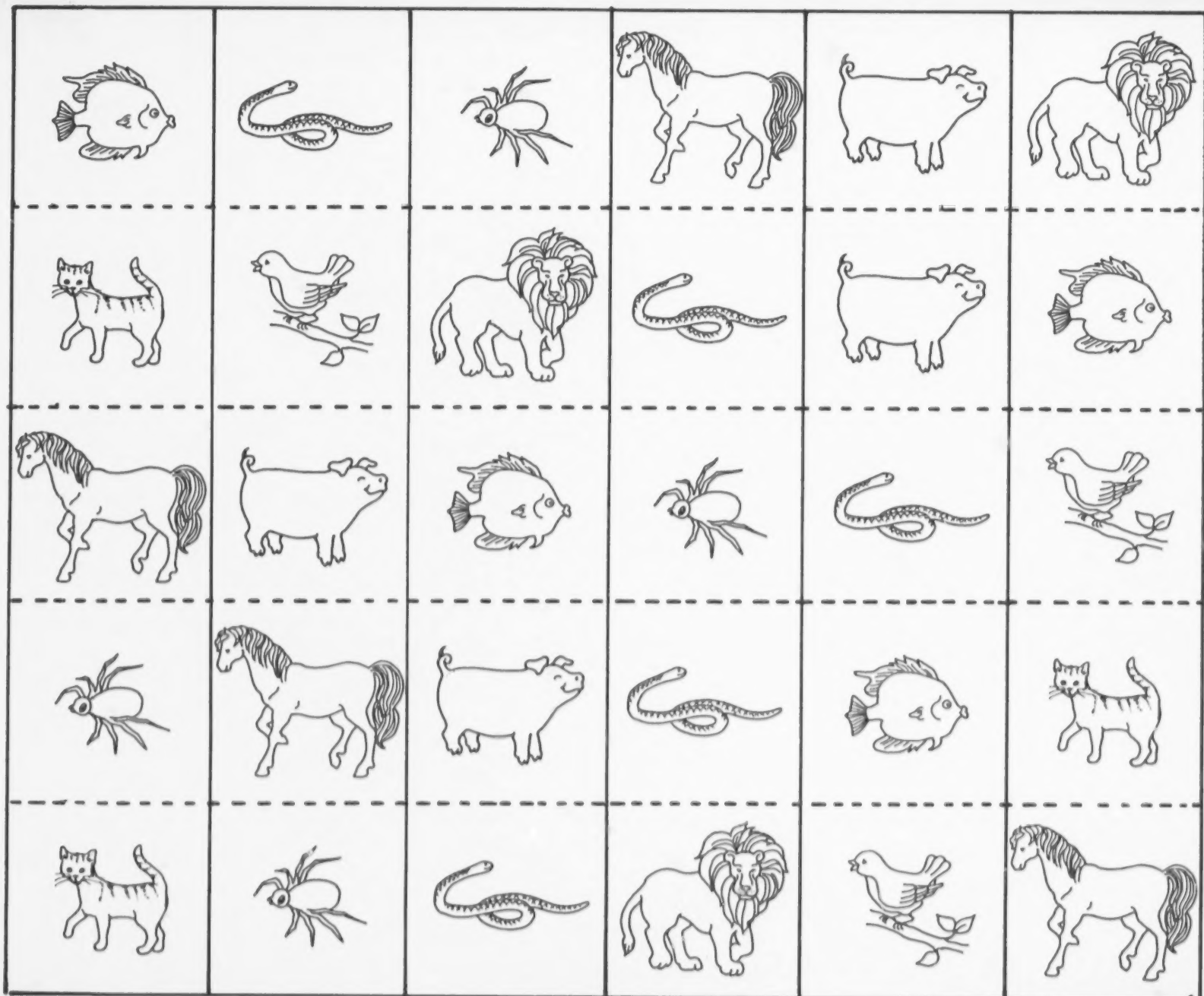
Time Required: 20 minutes

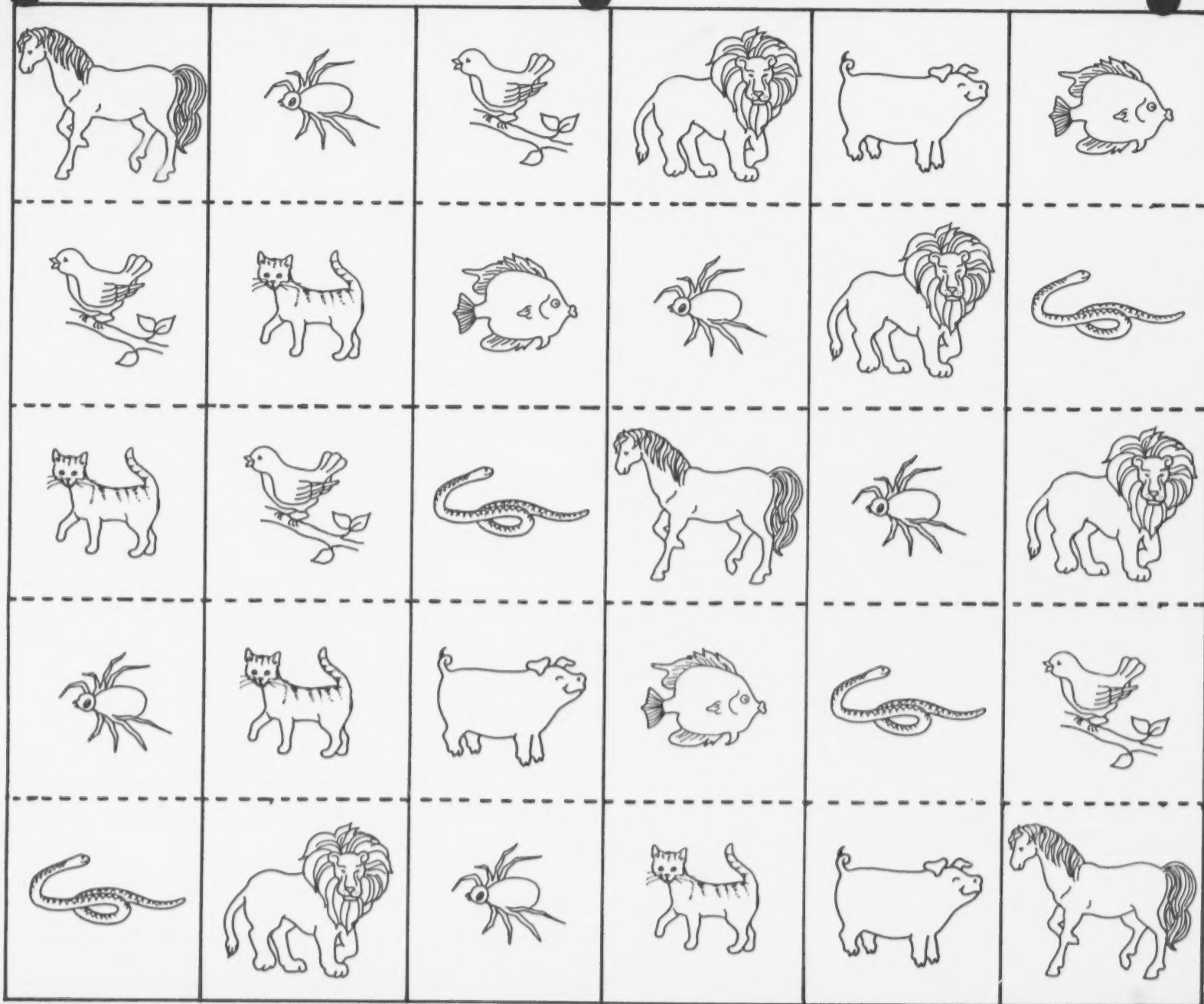
Procedure: Reproduce, color (optional) and cut out bingo strips.

Give each child a bingo strip. Then randomly say the words below. As a picture is named, children should put a marker on the named picture. The first child to cover all the pictures on the strip is the winner.

bird
 pig
 horse
 snake
 cat
 spider
 fish
 lion

If you wish, give animal stickers as prizes to winners. Continue with as many games as time permits. After you've played the game several times, make it trickier by describing—rather than naming—one of the pictures. (*It has eight legs. It has a snout. It has a mane. It lives in the water.*)





ANIMAL SOUNDS

Objectives: To make appropriate animal sounds for specific animals
To listen to a list of words and discriminate which are animal names and which are not

Materials: none

Time Required: 20 minutes

Procedure: Read aloud the following list of words. Ask children to listen carefully. When they hear the name of an animal, they should make that animal's sound. When you say other words (*not* animals), they should stay quiet. Challenge them to keep from being tricked.

hat	lion	cards
table	snake	chicken
cat	bed	horse
book	cane	purple
store	rock	goat
wolf	sand	monkey
elephant	blue	ruler
tiger	rooster	paper
phone	pajamas	snow
paper	soft	chimney
desk	sheep	chair
sock	yarn	puppy
crayon	bag	hat
cow	dress	face
house	dog	bird
dirt	school	hammer
pig	couch	chick
hole	kitten	letter
red	wall	stamp
happy	duck	cake

Allow children to take turns "playing teacher," saying animal and non-animal words so the class can respond.

ACTING OUT A STORY—THE THREE PIGS

- Objectives:** To listen attentively to a children's story as it is read
To act out the story as it is read
- Materials:** props for the story (straw or hay; sticks; bricks)
- Time Required:** 25 minutes
- Procedure:** Read the following story aloud, and play all the parts to show the children how to act it out. They will then understand how to use the props.
- Assign parts in the story, and read the story again while the children act it out. The rest of the class can be the audience.

The Three Pigs

Parts: *Mother Pig, Pig #1, Pig #2, Pig #3, Wolf*

Three pigs lived at home with their mother. She took good care of them. She washed behind their ears. She flipped pancakes to make their breakfast. She even danced with them for fun. But the three pigs were getting pretty grown up, so the Mother Pig said, "It's time for you to leave and make it on your own in the world." (**Mother: "It's time for you to leave and make it on your own in the world."**) The three pigs waved good-bye to their mother and left.

The first pig found some beautiful straw. He said, "This straw will make a fine house." (**Pig #1: "This straw will make a fine house."**) He took the straw and made a house. While he was watching a good movie on his VCR, he heard a knock at the door. It was the wolf. The wolf said, "Let me in! Let me in!" (**Wolf: "Let me in! Let me in!"**) The pig answered, "Not by the hair of my chinny-chin-chin." (**Pig #1: "Not by the hair of my chinny-chin-chin."**) The wolf answered back, "Then I'll huff, and I'll puff, and I'll blow your house in." (**Wolf: "Then I'll huff, and I'll puff, and I'll blow your house in."**) And he huffed. And he puffed. And he blew that house in! Just in the nick of time, the first pig scurried out the back door.

He found his brother, the second pig. The second pig was building a house out of sticks. When he was finished, he told his brother, "You may live with me." (**Pig #2: "You may live with me."**) The two brother pigs were busy playing a game of ping-pong when they heard a knock at the door. It was the wolf. The wolf said, "Let me in! Let me in!" (**Wolf: "Let me in! Let me in!"**) The second pig answered, "Not by the hair on my chinny-chin-chin." (**Pig #2: "Not by the hair on my chinny-chin-chin."**) The wolf answered back, "Then I'll huff, and I'll puff, and I'll blow your house in!" (**Wolf: "Then I'll huff, and I'll puff, and I'll blow your house in!"**) And he huffed. And he puffed. And he blew the house in. Just in the nick of time, the first and second pigs scurried out the back door.

They found their brother, the third pig. He was building a house out of bricks. When he was finished, he told his brothers, "You may live with me." (**Pig #3: "You may live with me."**) While the three brothers were busy cooking vegetables in their microwave oven, they heard a knock at the door. It was the wolf. The wolf said, "Let me in! Let me in!" (**Wolf: "Let me in! Let me in!"**) The third pig answered, "Not by the hair of my chinny-chin-chin." (**Pig #3: "Not by the hair of my chinny-chin-chin."**) The wolf answered back, "Then I'll huff, and I'll puff, and I'll blow your house in!" (**Wolf: "Then I'll huff, and I'll puff, and I'll blow your house in!"**) And he huffed. And he puffed. But the house didn't budge. So he huffed some more and puffed some more. Still the brick house stood strong. One more time the wolf huffed and puffed his hardest. The pigs inside smiled.

Thanks to their third brother, who was smart enough to build a strong house, they were safe and eating vegetables. Meanwhile, the wolf trudged off saying, "I give up. I give up. It's hard work going after pigs." (**Wolf: "I give up. I give up. It's hard work going after pigs."**) And he never chased pigs all the rest of his long wolf days.

THE END

Repeat the story as time permits, giving parts to different children.

PEEKABOO ANIMALS

- Objectives:** To guess names of animals when partial pictures of them are shown
To answer oral questions about animal pictures
- Materials:** magazine pictures of animals; construction paper
- Time Required:** 20 minutes
- Procedure:** Collect pictures of animals from magazines. Cover each picture with a piece of construction paper. Cut three flap doors in the paper so they can be lifted to reveal part of the animal's body.
- Show a covered picture to the class. Tell them that an animal picture is hidden under the paper and that you will lift one flap at a time to show them one part of the picture. They must try to guess what the animal is. Help them guess by asking questions such as:
1. Do you think this animal has fur or feathers?
 2. Where do you think this animal lives?
 3. How do you think this animal moves (flies, swims, walks)?
 4. What color do you think this animal is?
- Lift the other flaps and ask more questions. Finally show the class the whole picture so they can see if their guesses were correct. As time permits, repeat with more hidden animal pictures.

OLD MACDONALD

Objectives: To listen attentively to a children's song
To develop auditory memory skills by learning words to a children's song
To act out a song using props as it is sung

Materials: Old MacDonald thimble cutouts on the following page (one set for each child); tape

Time Required: 20 minutes

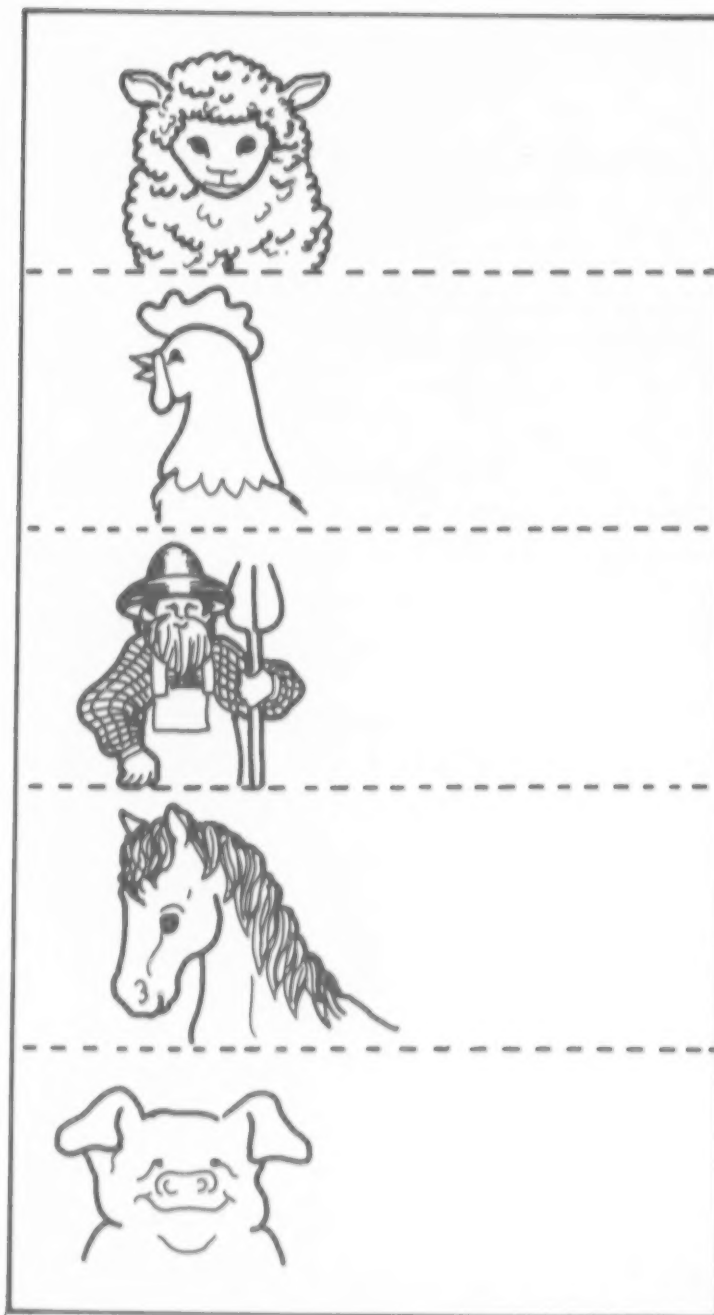
Procedure: Reproduce, color (optional), cut out, and tape thimbles.
Sing the song and demonstrate with the thimbles as you sing it. Put the farmer thimble on your thumb, pig on your pointing finger, sheep on your middle finger, chicken on your ring finger, and horse on your little finger. Wiggle the appropriate finger when it is mentioned in the song. Then give each child a set of thimbles. Have them sing the song with you and act it out as they do.

Old MacDonald had a farm
Ee-I-ee-I-o

On his farm, he had a pig
Ee-I-ee-I-o
With an oink-oink-here
And an oink-oink there
Here an oink
There an oink
Everywhere an oink-oink

Old MacDonald had a farm
Ee-I-ee-I-o

On his farm, he had a sheep . . . chicken . . . horse



WHICH ANIMAL?

Objectives: To correctly name an animal after listening to an oral statement about it
To learn new vocabulary about animals

Materials: animal cutouts on the following page (one set for each child)

Time Required: 20 minutes

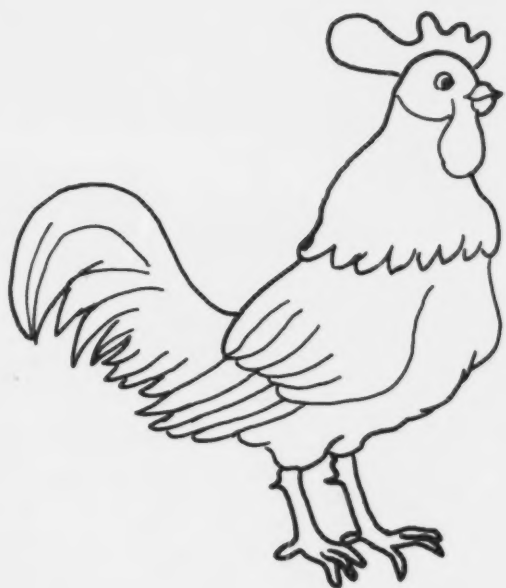
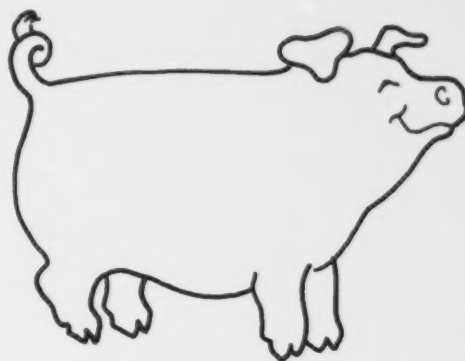
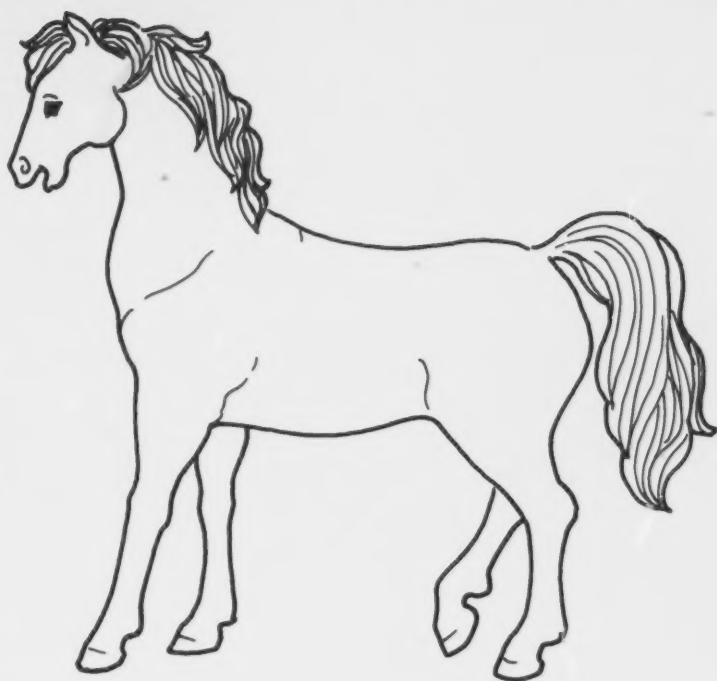
Procedure: Reproduce and cut out the three animal cutouts.

Give a copy of each animal to each child. Read each of the following statements aloud. Children must hold up the appropriate picture.

1. It has a beak.
2. It can gallop.
3. It says, "Cock-a-doodle-doo."
4. It likes to lie in the mud.
5. It says, "Oink, oink."
6. It has a mane.
7. It has a curly tail.
8. It eats hay.
9. It sits on top of the barn.
10. It wears a saddle.
11. It has a snout.
12. It has feathers.
13. It likes to eat garbage.
14. It crows.
15. It belongs in a corral.
16. It wakes up people on the farm.
17. Its skin is pink.
18. It belongs in a pen.
19. People ride it.
20. It eats bugs.

To make this activity harder, make two statements, and have children hold up the *two* animals referred to with the statements. (*One has a curly tail, and the other one has feathers.*) Children must hold up both the picture of the pig and the rooster.

Allow children to take turns "playing teacher," making statements for the rest of the class.



ACTING OUT A STORY—THE TURTLE (TORTOISE) AND THE RABBIT (HARE)

- Objectives:** To listen attentively to a children's story as it is read
To act out the story as it is read
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read the following story aloud, and play all the parts to show the children how to act it out. They will then understand how to use the props.
- Assign parts in the story, and read the story again while the children act it out. The rest of the class can be the audience.

The Turtle and the Rabbit

Parts: *Rabbit, Turtle, Fox*

Once there was a rabbit who was very, very fast. It was this fast. **(Rabbit runs.)** There was also a turtle who was very, very slow. It was this slow. **(Turtle moves slowly.)** One day the rabbit and the turtle met. The rabbit teased the turtle by saying, "Slow poke. Slow poke." **(Rabbit: "Slow poke. Slow poke.")** The turtle said in a slow voice, "Oh, I'm not that slow. I could beat you in a race." **(Turtle: "Oh, I'm not that slow. I could beat you in a race.")** The rabbit laughed and said, "Show me." **(Rabbit: "Show me.")**

So they decided to have a race. They looked all around to find a judge for their race. They saw a fox. They went over to the fox and asked, "Will you judge our race?" **(Rabbit and Turtle: "Will you judge our race?")** The fox answered, "Certainly." **(Fox: "Certainly.")**

The fox started the race by saying, "Ready, set, go!" **(Fox: "Ready, set, go!")** The turtle and the rabbit both started the race. Soon the rabbit was far ahead of the turtle, so he lay down to take a little nap. But a little nap turned into a long nap. The rabbit was still snoring when the turtle passed him. The rabbit kept sleeping, and the turtle won the race. The fox shook the turtle's hand and said, "Congratulations!" **(Fox: "Congratulations!")**

In a while the rabbit woke up, rubbed his eyes, and looked all around. He remembered that he was in a race. He ran as fast as he could to the finish line. But his mouth dropped open when he got there and found out that the turtle had won. He decided then and there to never, ever tease anyone again—he'd learned his lesson.

THE END

Repeat the story as time permits, giving parts to different children. Because this is a short story, you might select a child to be the narrator after hearing the story a few times.

TAPED STORY—A MIX-UP ON THE FARM

- Objectives:** To add appropriate sound effects while listening to a story
To make appropriate animal sounds for specific animals
- Materials:** tape recorder; blank tape
- Time Required:** 20 minutes
- Procedure:** Read the following story aloud. Have children make appropriate animal sounds when so indicated.

A Mix-Up on the Farm

One day Ed left his farmhouse and walked all around his farm checking on the animals. First he checked on the cows. When they saw Ed, they mooed to him. (**moo sound**) Then he checked on the horses. When they saw him, they made a neighing sound. (**neighing sound**)

Next Ed walked over to the chicken coop. When he peeked inside the coop, the chickens talked to him. (**chicken sound**) Then he peeked in the rabbit cage. It was quiet. The rabbits looked at Ed and twitched their noses. Next Ed checked on the sheep. They were so glad to see Ed that they said "Baa" loudly. (**baa sound**)

Then Ed looked up on top of the barn and there sat the rooster. He crowed down to Ed. (**crowing sound**) Then Ed walked over to the pond. The ducks were swimming in the pond. They quacked when they saw Ed. (**quacking sound**)

Finally, as Ed was walking back to the house, he heard a monkey sound. (**monkey sound**) He turned and saw a monkey in a tree near the house. Ed told the monkey that it must be mixed up. Monkeys don't belong on farms. They belong in zoos or in jungles. So the monkey made one more monkey sound (**monkey sound**), and it left. Now Ed's farm was back to normal.

THE END

Practice the story several times, then record the story on tape. Play the tape back so children can listen to themselves.

MASK STORY—THE MOUSE

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
To answer oral questions about a story
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the class can be the audience. Afterward, have children answer the questions about the story.

The Mouse

Once there was a mouse who started to cry. A worm crawled over to the mouse and asked, "What's the matter, Mouse?" (**Worm: "What's the matter, Mouse?"**) The mouse answered, "I'm sad. I don't like being a little mouse. I want to be a big lion so that I can scare people." (**Mouse: "I want to be a big lion so that I can scare people."**) The worm just shrugged and said, "You look pretty big to me." (**Worm: "You look pretty big to me."**) The worm crawled away.

The mouse decided to act big and mean just like a lion. Maybe that would work. The mouse quietly sneaked up in back of a cat and roared a squeaky, tiny roar. (**Mouse: "Roar."**) The cat was not scared. The cat just turned around and said, "Get out of here, Not-So-Mighty Mouse." (**Cat: "Get out of here, Not-So-Mighty Mouse."**)

The mouse ran away from the cat. But the mouse decided to try again. The mouse tiptoed up to a dog and said, "Roar-roar-roar." (**Mouse: "Roar-roar-roar."**) The dog was not scared. The dog just barked, and that made the mouse run away.

The mouse was standing around feeling sorry for itself, when two people walked by. The first person pointed at the mouse and said, "Did you see that?" (**First Person: "Did you see that?"**) The second person answered, "Yes, I did." (**Second Person: "Yes, I did."**) Then they both started screaming and yelling and running all over the place. (**Both: "Eek! Eek!"**)

The mouse smiled proudly. It realized that it was pretty scary after all.

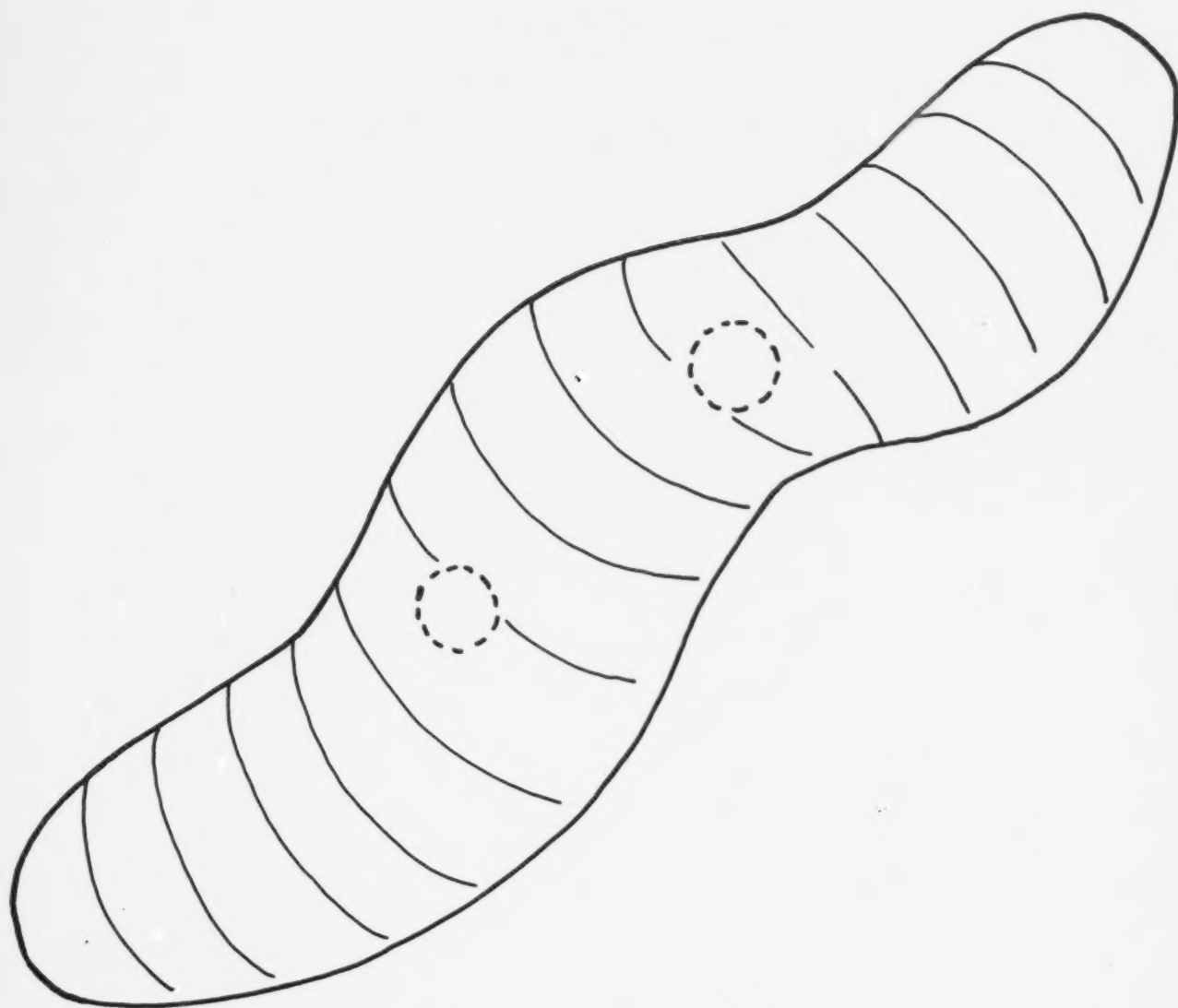
THE END

- Questions**
1. Name all the animals in the story. What sound does each make?
 2. Why do you think the people were scared of the mouse?
 3. What animals do you think are scary? Why?

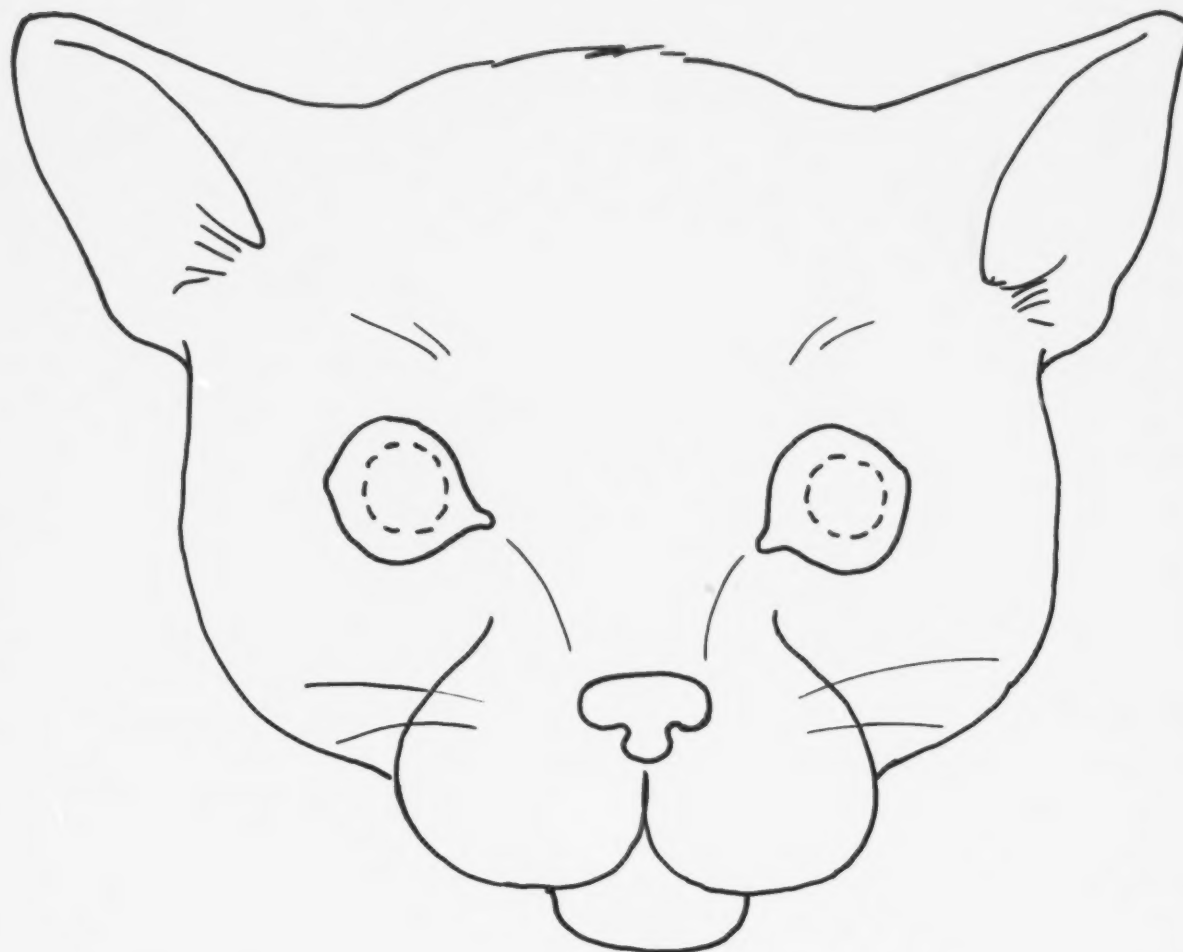
Repeat the story as time permits, giving parts to different children.



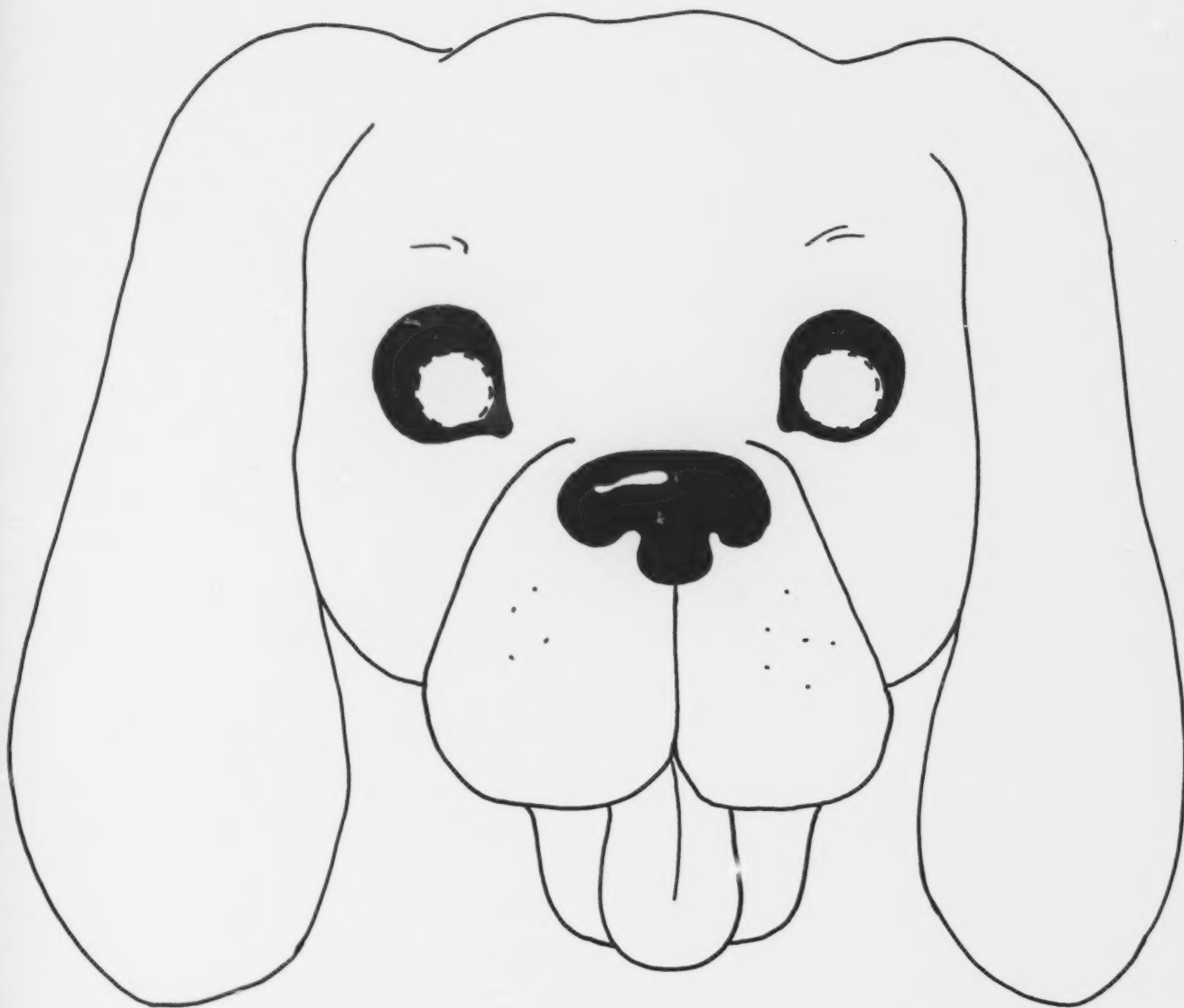
Mouse



Worm



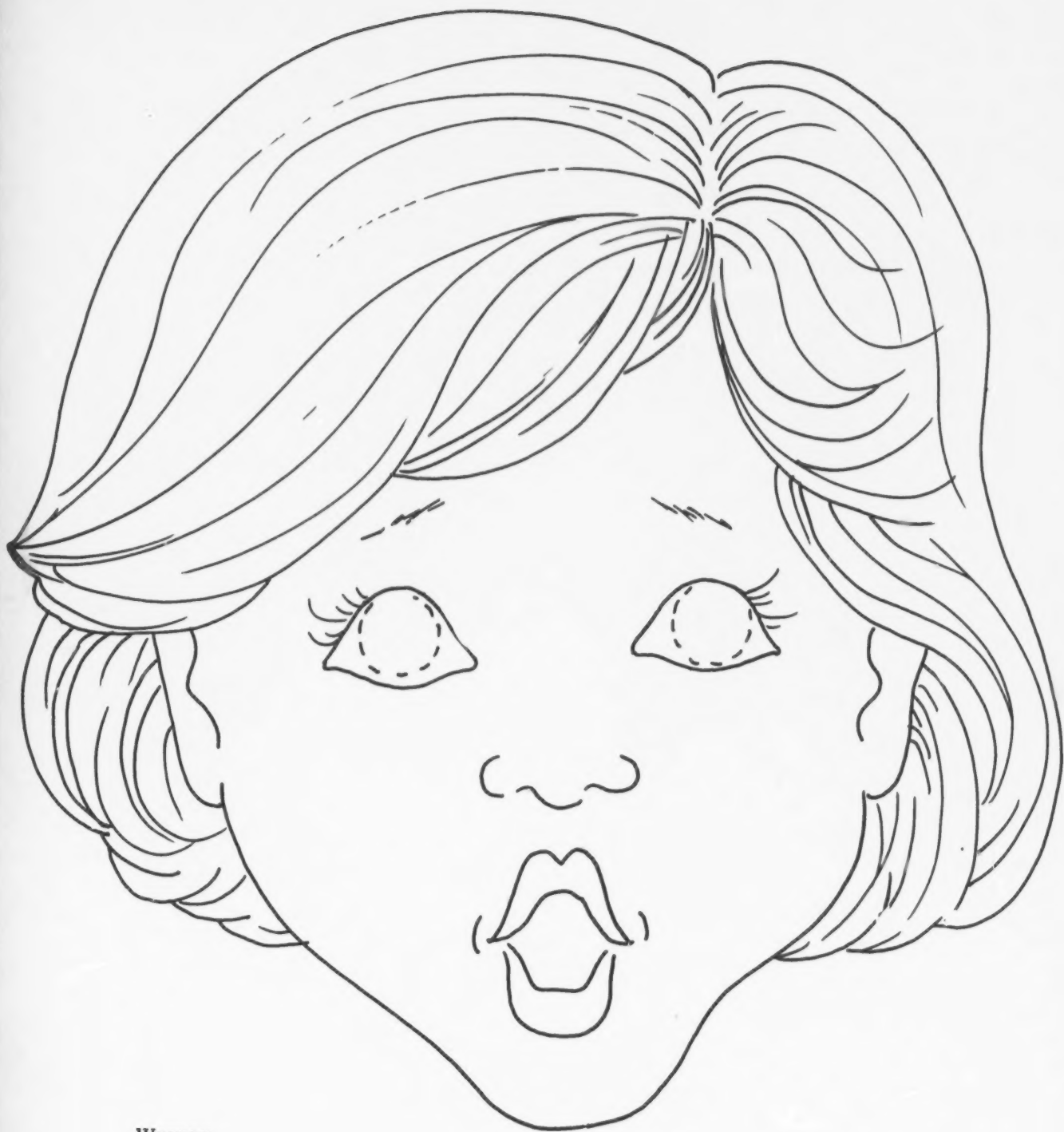
Cat



Dog



Man



Woman

ANIMAL DIRECTIONS

- Objectives:** To follow oral directions
To develop auditory memory skills
To give accurate oral directions to others
- Materials:** plastic or stuffed toy animals
- Time Required:** 20 minutes
- Procedure:** Bring in an assortment of plastic or stuffed animals.
- Seat children in a circle. Stand the plastic or stuffed animals in the middle of the circle for all to see. Name and discuss any uncommon animals (hippopotamus, camel) that you think children might not recognize.
- Give an oral direction to one child. (*Give the zebra to John. Put the tiger in back of Melissa.*) If the child follows the direction incorrectly, encourage other children to repeat the direction. When the child succeeds, give a new direction to a different child. (*Pat the camel two times, and stand it between Beth and Mark.*) Repeat the activity, giving directions to different children.
- Allow children to take turns "playing teacher," giving directions to the rest of the class.

ANIMAL STORY HAT

- Objectives:** To listen attentively to stories about animals
To generate oral stories about animals
- Materials:** magazine pictures of animals; a hat
- Time Required:** 20 minutes
- Procedure:** Bring in an assortment of animal pictures (one for each child).
Give each child a picture of an animal. Select three children to put their pictures into the hat. Take the pictures out of the hat one at a time, telling a story about them as you go. For example, if you had pictures of a horse, a dog, and a porcupine, you might tell the following story:

Sample Animal Story

One day we looked outside the school window, and there was a lonely dog lying on the grass. We brought it some water and petted it. Soon it looked happier and left to find its home.

Then we looked out the window and saw a horse. It made a neighing sound that sounded like: "I-need-a-drink. I-need-a-drink." We brought the horse a drink of water and petted it. Soon the horse left to find its home.

Finally, we looked out the window and saw a porcupine. We figured it must be thirsty, too. So we brought it a drink of water, but we did *not* pet it!

THE END

Continue with three more pictures and a different story. After several stories, allow some of the children to "play teacher" and tell stories.

ACTING OUT POEMS ABOUT ANIMALS

- Objectives:** To listen attentively to poems as they are read
To act out the poems as they are read
- Materials:** bath towel (brown or black); horse cutout on page 197
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out the horse head for the last poem.
- Read the following poems, and have children do the actions described in each. As you read, model the actions for the children.

Poems

Actions

There's a Bird in My Belly

There's a bird in my belly.
Listen to it tweet.
Listen to it tweet, tweet, tweet.

Stick out belly and make
tweeting sound.

There's a snake in my shoe.
Listen to it hiss.
Listen to it hiss, hiss, hiss.

Hold up shoe and make
hissing sound.

There's a rooster in my wrist.
Listen to it crow.
Listen to it crow, crow, crow.

Hold up wrist and make
crowing sound.

There's a lion in my leg.
Listen to it roar.
Listen to it roar, roar, roar.

Lift up leg and make
roaring sound.

Tweet—hiss—crow—roar
More, more, more!

Hold out belly, shoe,
wrist, and leg.

My Arm Can Be an Elephant's Trunk

My arm can be an elephant's trunk.
My legs can hop like a frog.
My fingers can wiggle like slimy
worms.
My mouth can bark like a dog.

Wave arm in front of body.
Hop.

My hands can flap like a bird's wings.
My eyes can close like a bat.
My feet can waddle like a duck does.
Now what do you think about that?

Wiggle fingers.
Bark.
Flap hands like wings.
Close eyes.
Walk with a waddle.
Put hands on hips.

Poem

A Silly Willy Nilly Horse

A silly willy nilly horse
Did a dilly thing.

It didn't gallop.

It didn't neigh.

All it did was sing.

Do Re Mi.

The horse sang to me.

Do Re Mi.

Mi Mi Mi.

I couldn't stand that silly horse.

That silly sing-y horse.

So I said to the horse,

As loud as I could,

Go-Go-Go,

Now-now-now.

But all it did

Was moo like a cow.

Actions

Select one child to play the horse. Put the towel over the child, and have the child hold the horse picture up for a face.

Have child sing.

Have child repeat "Go-go-go,
Now-now-now, Moo" at
appropriate times.

Repeat poems and have children join you in saying them, or say a line and pause so children can fill in the missing word. (*Was moo like a _____.*)



THERE WAS AN OLD LADY WHO SWALLOWED A FLY

- Objectives:** To listen attentively to a children's poem/song as it is read
To act out the poem using props as it is read
- Materials:** animal and "old lady" cutouts on following pages; small paper bags (one for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out animal and "old lady" shapes. Attach each lady shape to the back of a paper bag.

Read the poem aloud, and show the children how to use the props. Then give each child a set of cutout props, and have them act out the poem as you read it.

Poem

There was an old lady
Who swallowed a fly.
I don't know why
She swallowed a fly.
She should have had pie.

There was an old lady
Who swallowed a spider
That wriggled and jiggled
And tickled inside her.
She swallowed a spider
To catch a fly.
I don't know why
She swallowed a fly.
She should have had pie.

There was an old lady
Who swallowed a bird.
How absurd, to swallow a bird.
She swallowed a bird to catch a spider
That wriggled and jiggled
And tickled inside her.
She swallowed a spider
To catch a fly.
I don't know why
She swallowed a fly.
She should have had pie.

There was an old lady
Who swallowed a cat.
Imagine that, to swallow a cat.
She swallowed a cat to catch a bird.
She swallowed a bird to catch a spider
That wriggled and jiggled
And tickled inside her
She swallowed a spider
To catch a fly.

Actions

Put fly inside bag.

Put spider inside bag.

Put bird inside bag.

Put cat inside bag.

Poem

I don't know why
 She swallowed a fly.
 She should have had pie.

There was an old lady
 Who swallowed a dog.
 What a hog, to swallow a dog.
 She swallowed a dog to catch a cat.
 She swallowed a cat to catch a bird.
 She swallowed a bird to catch a spider
 That wriggled and jiggled
 And tickled inside her.
 She swallowed a spider
 To catch a fly.

I don't know why
 She swallowed a fly.
 She should have had pie.

There was an old lady
 Who swallowed a goat.
 She just opened her throat
 and swallowed a goat.
 She swallowed a goat to catch a dog.
 She swallowed a dog to catch a cat.
 She swallowed a cat to catch a bird.
 She swallowed a bird to catch a spider
 That wriggled and jiggled
 And tickled inside her.
 She swallowed a spider
 To catch a fly.

I don't know why
 She swallowed a fly.
 She should have had pie.

There was an old lady
 Who swallowed a cow.
 I don't know how she swallowed a cow.
 She swallowed a cow to catch a goat.
 She swallowed a goat to catch a dog.
 She swallowed a dog to catch a cat.
 She swallowed a cat to catch a bird.
 She swallowed a bird to catch a spider
 That wriggled and jiggled
 And tickled inside her.
 She swallowed a spider
 To catch a fly.

I don't know why
 She swallowed a fly.
 She should have had pie.

There was an old lady
 Who swallowed a horse.
 And pie, of course!

Actions

Put dog inside bag.

Put goat inside bag.

Put cow inside bag.

Put horse and pie inside bag.



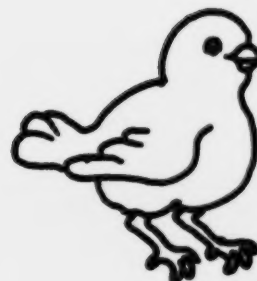
fly



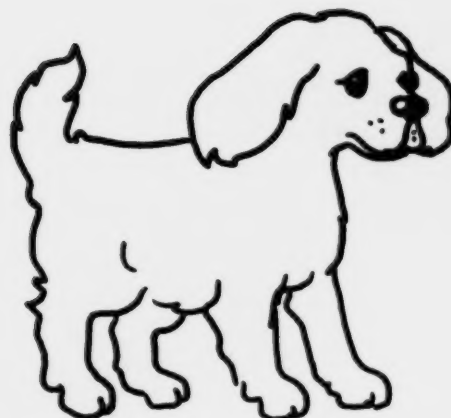
spider



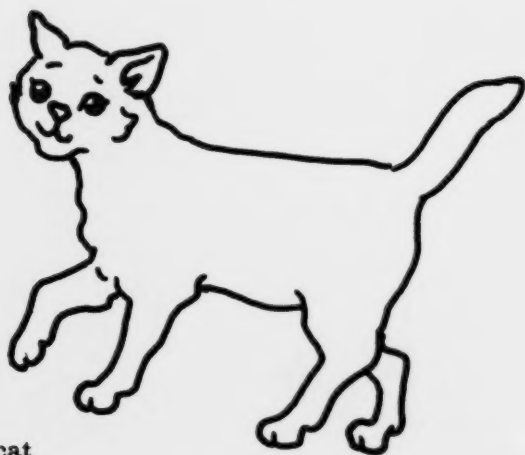
pie



bird



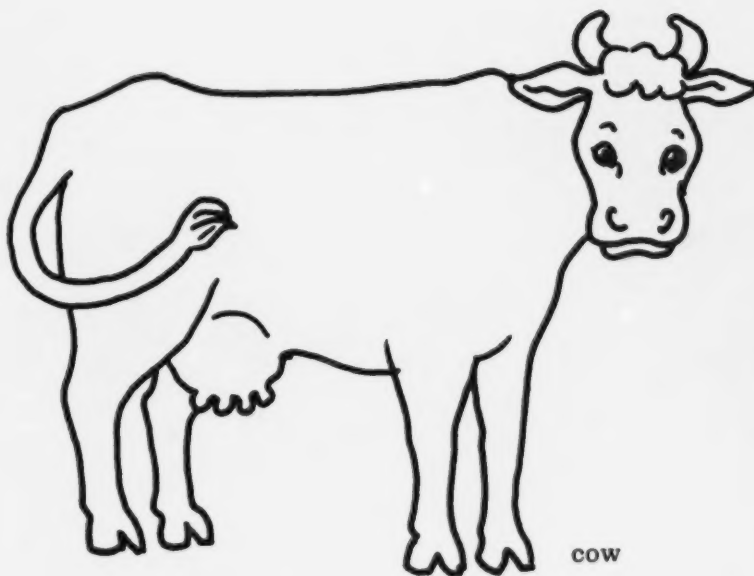
dog



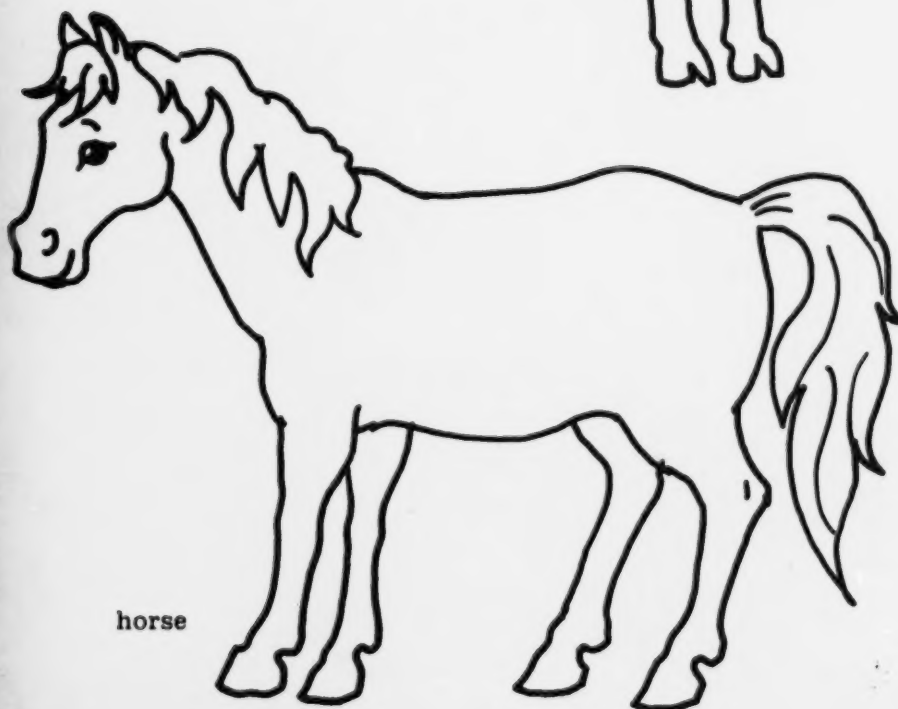
cat



goat



COW



horse

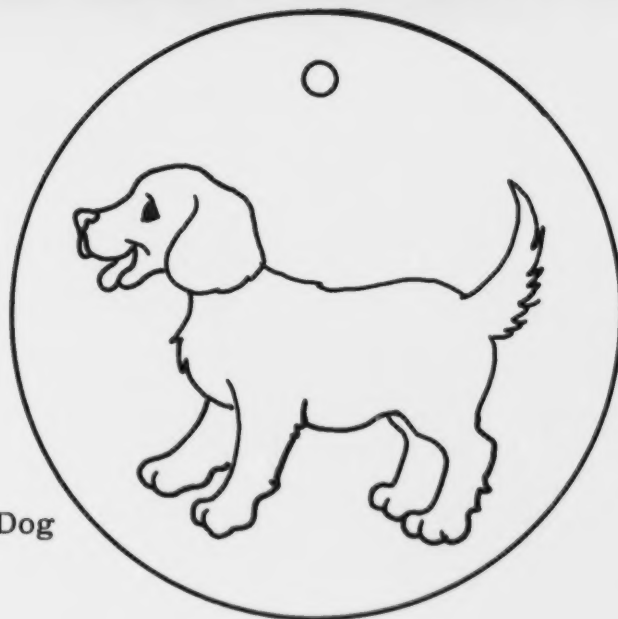
ANIMAL LISTEN

- Objectives:** To follow oral directions
To learn concepts of *soft/loud*
- Materials:** animal cutouts on next page; yarn; scrap paper to crumple into balls
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out dog, cat, and bird shapes. Attach each shape to a piece of yarn to make a necklace (one for each child). Crumple scrap paper into balls (one for each child).

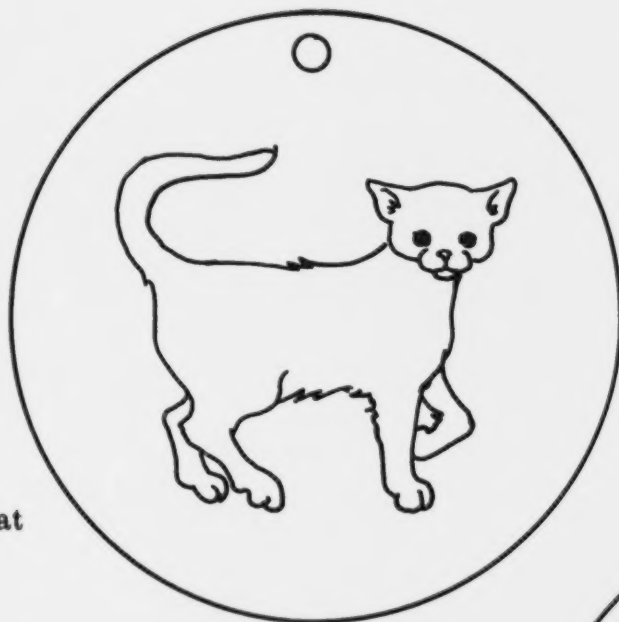
Have each child wear an animal necklace. Tell them to listen carefully, because sometimes you will tell only the dogs or only the cats to do something. Then give each child a paper ball, and have them do the following:

1. Dogs, bark softly.
2. Cats, play with the balls with your paws.
3. Birds, tweet softly.
4. Cats, pretend to sleep.
5. Birds, pick up the balls with your beak.
6. Dogs, scratch your bellies.
7. Cats and Dogs, pretend to lick your fur.
8. Birds, pretend to fly.
9. Dogs, play with the balls with your nose.
10. All Animals, throw the balls up into the air.
11. Cats, meow loudly.
12. Birds, tweet loudly.
13. Dogs and Birds, pretend to sleep.
14. Dogs and Cats, pretend you're drinking some milk.
15. All Animals, make your own special sounds softly.

Allow children to take turns "playing teacher," giving directions to the rest of the class.



Dog



Cat



Bird

ANIMAL GUESS

- Objectives:** To ask questions in order to determine what a secret animal picture is
To correctly answer questions about animal pictures
- Materials:** assorted animal pictures; masking tape
- Time Required:** 20 minutes
- Procedure:** Model the game for the children this way. Have the children tape a picture to your back. You must *not* see the picture. Then turn around so the rest of the children can see the picture. *They must keep the animal a secret.*
- Ask questions in order to determine what the secret animal is. The children must answer your questions.
- Once children understand the game and have learned which questions are most helpful, tape a picture to a child's back, and have the children play the game.
- Possible questions**
What does it eat?
What sound does it make?
Where does it live?
What color is it?
How many legs does it have?
How does it move? (swim, walk, fly)

Hint: If a child is having a difficult time guessing, make the task easier with clues such as, "They said it lives on a farm and says, Moo. Do you think it is a dog or a cow?"

ACTION STORY— ANIMALS AROUND THE WORLD

- Objectives:** To act out a story as it is read orally
To answer oral questions about the story
To learn more about animals
- Materials:** animal pictures (horse, whale, kangaroo, sea gull, camel, elephant, octopus)
- Time Required:** 20 minutes
- Procedure:** Read the story on the following page to the class. As you do, you and the children should do the actions in the story. Show the picture of each animal as it is introduced in the story. Afterward, have children answer the questions about the story.

Animals around the World

One morning when we woke up, we yawned and stretched and decided to do something special that day. We were bored with regular things—swinging, riding a bike, looking at books. We lifted one finger in the air as we thought of a good idea. For a change, we would go around the world.

We ran outside and looked all around. We saw a horse galloping by. We yelled, "Whoa!" **(Everyone: "Whoa!")** The horse stopped. We climbed up on the horse and rode it for miles and miles.

Just as the horse was getting worn out, we came to the ocean. We climbed off the horse and walked into the ocean. We shivered—the water was cold. But we didn't let that stop us. We started swimming across the ocean. Soon a big animal swam right up to us and offered us a ride. It was a whale. We climbed onto the whale's back and hung on tightly as we swam across the ocean.

When we got to the other side of the ocean, we climbed off the whale's back and said, "Thank you, Whale." **(Everyone: "Thank you, Whale.")**

We started walking on land, and soon a kangaroo hopped right up to us. We climbed into the kangaroo's pouch. We bounced all around as the kangaroo hopped across the land to another ocean. We climbed out of the pouch.

This time a giant sea gull lifted us in its claws and flew us across the ocean. We shaded our eyes with our hands and looked for miles and miles at the beautiful ocean below us.

When the sea gull let us off on the land, we saw a camel nearby. We asked, "May I have a ride please, Camel?" **(Everyone: "May I have a ride please, Camel?")** The camel agreed, so we carefully climbed on its back between its two humps. We hung onto the front hump as the camel brought us across the desert.

After we climbed off the camel, we saw an elephant. The elephant squirted us with water from its trunk. That felt good after the hot ride in the desert. Then the elephant picked us up in its trunk and put us on its back. We carefully balanced on the back of the elephant during the trip through the jungle.

Finally we got to the ocean again. This time an octopus hugged us with its eight legs and carefully carried us across the ocean. When we got to the other side of the ocean, we said, "Thanks." **(Everyone: "Thanks.")** We wanted to shake its hand, but we didn't know which one to shake.

We just walked back home. When we got there, our mother asked, "Did you go anywhere special today?" We answered, "Just around the world." **(Everyone: "Just around the world.")**

THE END

- Questions
1. Could this story be true? Why? Why not?
 2. What's special about (describe) a horse? Whale? Kangaroo? Sea gull? Camel? Elephant? Octopus?
 3. What kind of animal would you most like to see? Why?

CLOTHES

During this three-week section, your preschoolers will solve riddles about clothes, follow directions about how to manipulate real clothes and clothes cutouts, learn new vocabulary about clothing, orally describe clothing, and act out stories about clothes. Children will also learn the concept *pair* during a sock-sorting activity, and they will learn to match types of clothing to types of weather.

CLOTHES—WHO SAID IT?

Objectives: To correctly identify an article of clothing after listening to a descriptive clue
To differentiate between types of clothing based on oral clues

Materials: shirts, socks, belts, mittens (three to five of each)

Time Required: 20 minutes

Procedure: Bring in clothing items for activity.

Seat children in a circle. Randomly pass out the articles of clothing, so that each child is holding *one* article of clothing. One child might have a mitten, the next a shirt, the next a sock, etc. Then read the following statements. Children should stand up to show their articles of clothing after statements that describe the items they are holding.

Statements

1. It goes on your foot.
2. It has a collar.
3. It's made of yarn.
4. It goes around your waist.
5. It has buttons.
6. You wear it out in the snow.
7. Its friends are shoes.
8. You use it only in the winter.
9. It has metal on it.
10. It has sleeves.
11. It covers up your chest.
12. It goes on your hand.
13. It has a buckle.
14. It has cuffs.
15. Sometimes it gets holes in its heels.

To make the task harder, give two hints at a time. (*One has a place for your thumb and one can cover up a T-shirt.*) Children holding mittens and children holding shirts should stand up.

Allow children to take turns "playing teacher," giving descriptive clues to the rest of the class.

CLOTHES POINT

Objectives: To point to parts of the body on which specific clothing items are worn
 To listen to a list of items and discriminate between clothes and non-clothes

Materials: none

Time Required: 20 minutes

Procedure: Have children stand in a circle. Tell them to keep their feet still on the floor, but to move the rest of their bodies. Then read the following words aloud. If you name an item of clothing, children must stop moving and point to the part of the body on which the clothing is worn. If you name a non-clothing item, they simply keep moving their bodies.

bird	belt
scarf	water
helmet	shorts
cap	mitten
gloves	socks
hat	pencil
shirt	radio
desk	telephone
book	T-shirt
slippers	nose
door	pants
skirt	shoes
cloud	tights
snake	suspenders
sky	rope

Allow children to take turns "playing teacher," naming clothes and non-clothes items so the rest of the class can respond.

Hint: When you name non-clothing items that children can see, such as a *pencil* or a *nose*, children sometimes point to those objects. Discourage them by saying, "Be careful, don't let me trick you. Pencils are *not* clothes. You can't wear them." Encourage them to listen carefully to discriminate between clothes and non-clothes.

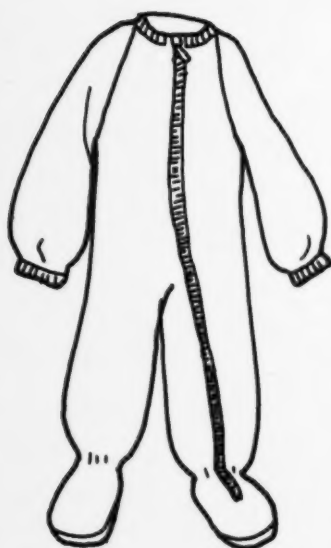
CLOTHES SOUP

- Objectives:** To follow oral directions
To learn concepts *both* and *top/bottom*
- Materials:** clothing cutouts from the following page; paper bowls and plastic spoons (one of each for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out clothing items; make a set for each child.
- Give each child a bowl, spoon, and a set of cutouts. Read them the directions below so they can each make "clothes soup."

Clothes Soup

1. Shake the pajamas three times, and put them into the bowl.
2. Touch the top of the pants, then the bottom of the pants, and put them into the bowl.
3. Balance the socks on your head while you stir the soup.
4. Put both the socks and the mittens into the soup.
5. Whisper your last name to the hat, then put it into the soup.
6. Stir the soup with both of your pinkies.
7. Make the dress pretend to fly into the bowl.
8. Stir the soup four times with one of your thumbs.
9. Put the shirt in back of the skirt and make them both jump into the bowl.
10. Cook your soup on top of your head.
11. Stir your soup three times with an upside-down spoon.
12. Gently blow on your soup, and pretend to eat it.

When finished, have children take all ingredients out of the bowls. Allow them to take turns "playing teacher," telling their own recipes for others to follow.



SOCK MATCH

- Objectives:** To match pairs of socks
To learn the concept *pair*
To orally describe matching pairs of socks
- Materials:** numerous pairs of socks (more pairs than number of children in group); timer
- Time Required:** 20 minutes
- Procedure:** Bring in socks for activity.
- Seat children in a circle. Place a pile of socks in the middle of the circle. Start timing the activity. One at a time, have children go to the middle of the circle and find two matching socks. When children find a matching pair, they must *orally* describe their socks. (*These socks go together because they're both blue with a red stripe on top.*) Children should take their matching socks back to their places in the circle. When everyone has had a turn, note how long the activity lasted. Have children stand and hold up their matched socks. As a group, count aloud to see how many socks were matched.
- Now mix up the socks again, and set the timer for the length of the first activity. Repeat the activity, trying to match *more* socks during the same time period. When the timer goes off, count aloud as a group to see if more socks were matched.
- Repeat the activity as time permits, trying to improve the sock-matching score each time.

DRESS-UP SHOW

- Objectives:** To learn vocabulary for clothing
To work cooperatively in a small group
To orally describe an outfit that a doll is wearing
- Materials:** several large dolls; assorted articles of clothing ("people clothes" acceptable)
- Time Required:** 20 minutes
- Procedure:** Ask parents of several children to bring in large dolls. Collect and bring in articles of clothing; accessories (bow tie, belt, scarf, tights, vest, ear muffs, suspenders, kerchief/bandanna) work well.
- Divide children into small groups of three to five. Give each group a large doll to dress and three to five articles of clothing (one article for each child) to put on it. Have the children in each group work together to dress their dolls in the clothes provided. Tell children that if they do not know the names of any of their clothes, they should ask you.
- After the groups finish dressing their dolls, they should describe their doll outfits to the rest of the class. Encourage each child to describe one article of clothing. (*Bobby, tell us about the tights. Wendy, tell us something else about your doll's clothes.*)

MASK STORY—CLEAN CLOTHES

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out masks. Tape them to tongue depressors to hold them up.
- Assign parts in the story on the following page, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

Clean Clothes

One day Mr. Smith came home from shopping. He had bought a brand new shirt. He decided to wash the shirt before he wore it so it wouldn't be itchy. He told the shirt, "I'm going to wash you." (**Mr. Smith: "I'm going to wash you."**) He put the new shirt in the laundry pile with some dirty clothes and then went to cook lunch.

The new shirt had never been washed before, so it was a little scared. The new shirt saw a pair of pants in the laundry pile and asked, "What's it like being washed?" (**Shirt: "What's it like being washed?"**) The pants answered, "Oh, it's not a big deal." (**Pants: "Oh, it's not a big deal."**) A dirty pair of socks added, "Yes, it is. I get dizzy going around and around in the washing machine." (**Socks: "Yes, it is. I get dizzy going around and around in the washing machine."**)

"Oh, no!" said the new shirt. (**Shirt: "Oh, no!"**)

Then a T-shirt added, "The worst part is being pinched by the clothespins when you're hung on the clothesline." (**T-shirt: "The worst part is being pinched by the clothespins when you're hung on the clothesline."**)

"Oh, no!" said the new shirt. (**Shirt: "Oh, no!"**)

Some dirty pajamas said, "The part I hate is tasting soap when he pours it in the washer with us." (**Pajamas: "The part I hate is tasting soap when he pours it in the washer with us."**)

"Oh, no!" said the new shirt, "Aren't there any good parts to being washed?" (**Shirt: "Oh, no! Aren't there any good parts to being washed?"**)

All the dirty clothes answered together, "Yes, it's nice to be clean, to smell nice, and to relax in a drawer when the laundry is all done." (**All dirty clothes: "Yes, it's nice to be clean, to smell nice, and to relax in a drawer when the laundry is all done."**)

The new shirt didn't have any more time to worry about getting cleaned. Mr. Smith was ready to do the wash. He picked up the pile of laundry and put it into the washer. Then he added soap to the washer. "Yuck!" said the pajamas. (**Pajamas: "Yuck!"**) Then Mr. Smith turned the washer on. The clothes spun around and around. "I'm dizzy," said the socks. (**Socks: "I'm dizzy."**) When the washer was finished, Mr. Smith carried all the clothes outside and hung them on the line to dry. When he hung up the T-shirt with the clothespins, it said, "Ouch!" (**T-shirt: "Ouch!"**)

Mr. Smith went inside to finish cleaning house. Meanwhile, there was a nice breeze outside. (**Everyone: Blowing wind sound.**) The breeze dried the clothes in no time.

Mr. Smith went outside to get the clothes. He carried them inside. He gently folded the clothes and put them into the drawers. All the clothes said, "Aaah!" (**All clothes: "Aaah!"**) And the new shirt added, "You're right. It does feel nice to be clean." (**Shirt: "You're right. It does feel nice to be clean."**)

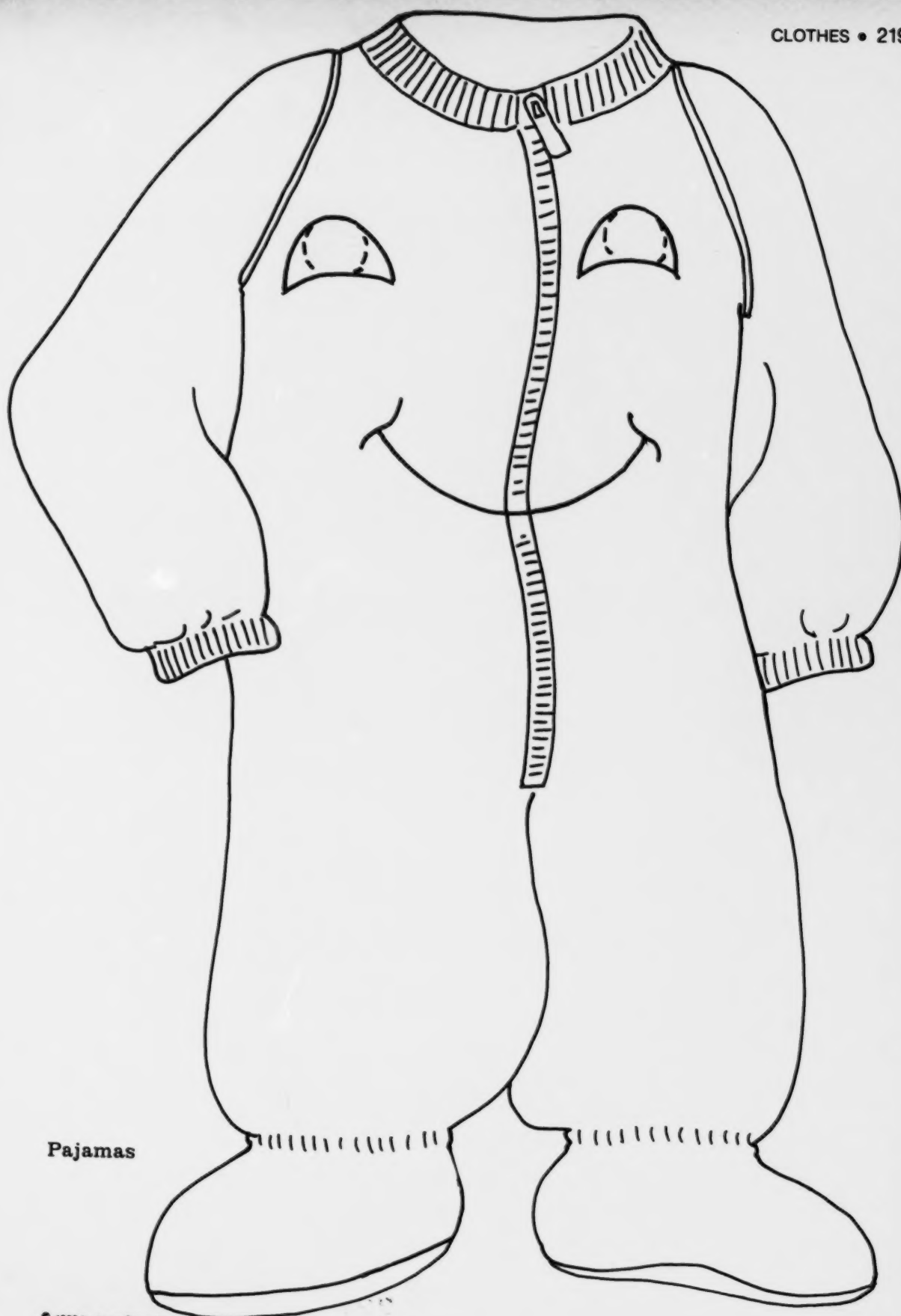
THE END

Repeat the story as time permits, giving parts to different children.

Hint: If necessary, make sentences simpler and shorter for children with limited language skills. For example, the sentence, "The worst part is being pinched by the clothespins when you're hung out on the clothesline," could be changed to, "I don't like clothespins. They hurt me."



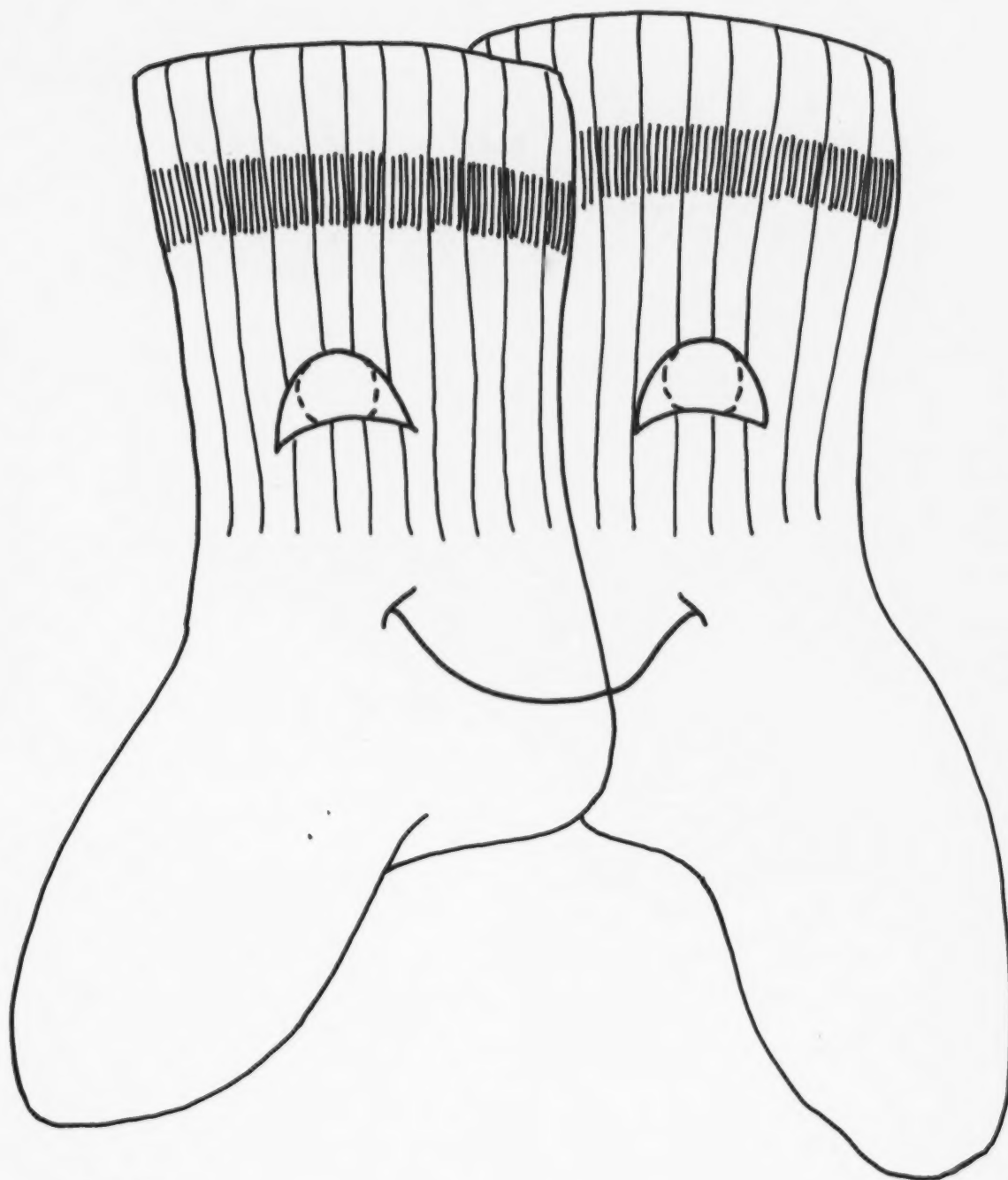
Mr. Smith



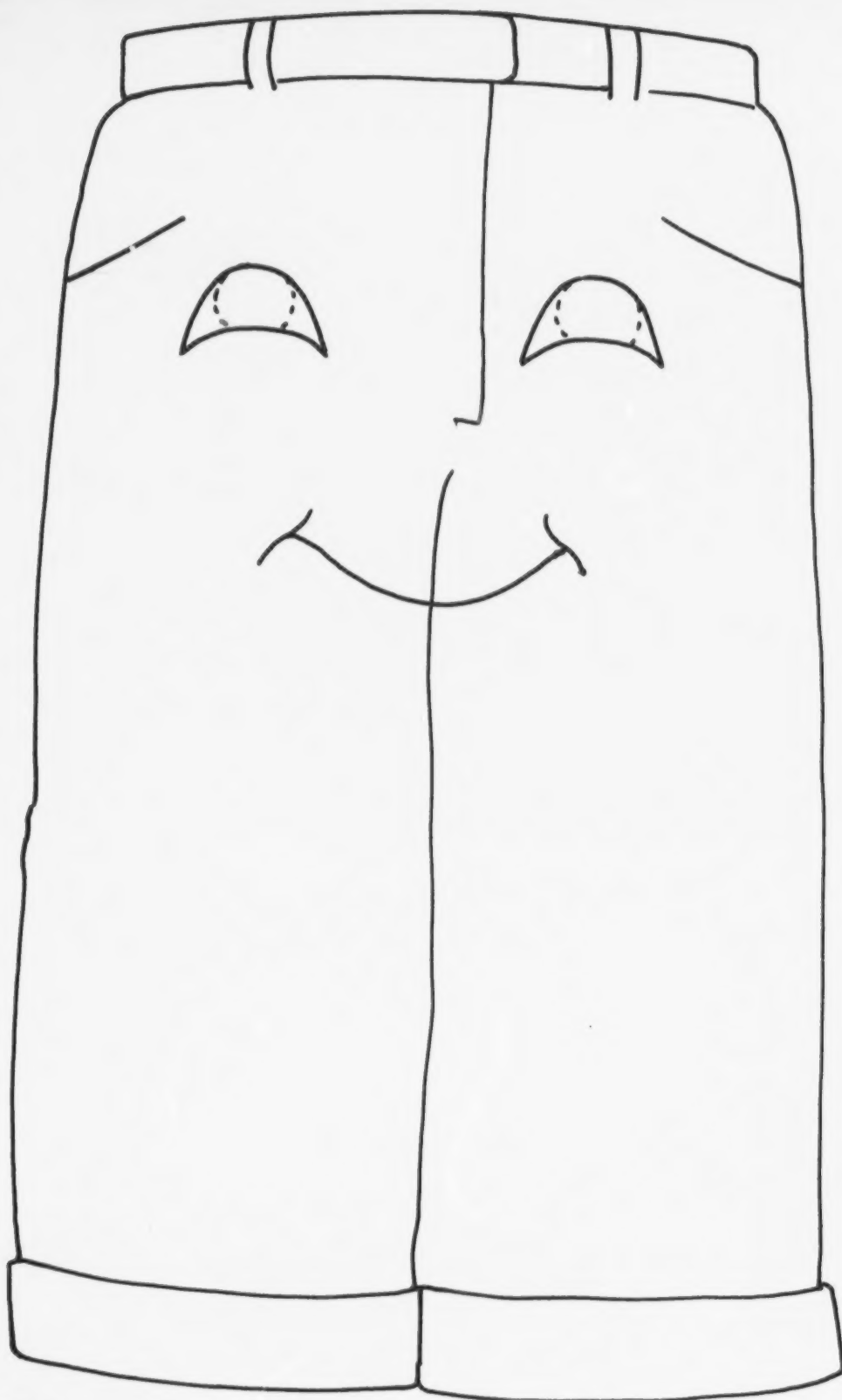
Pajamas



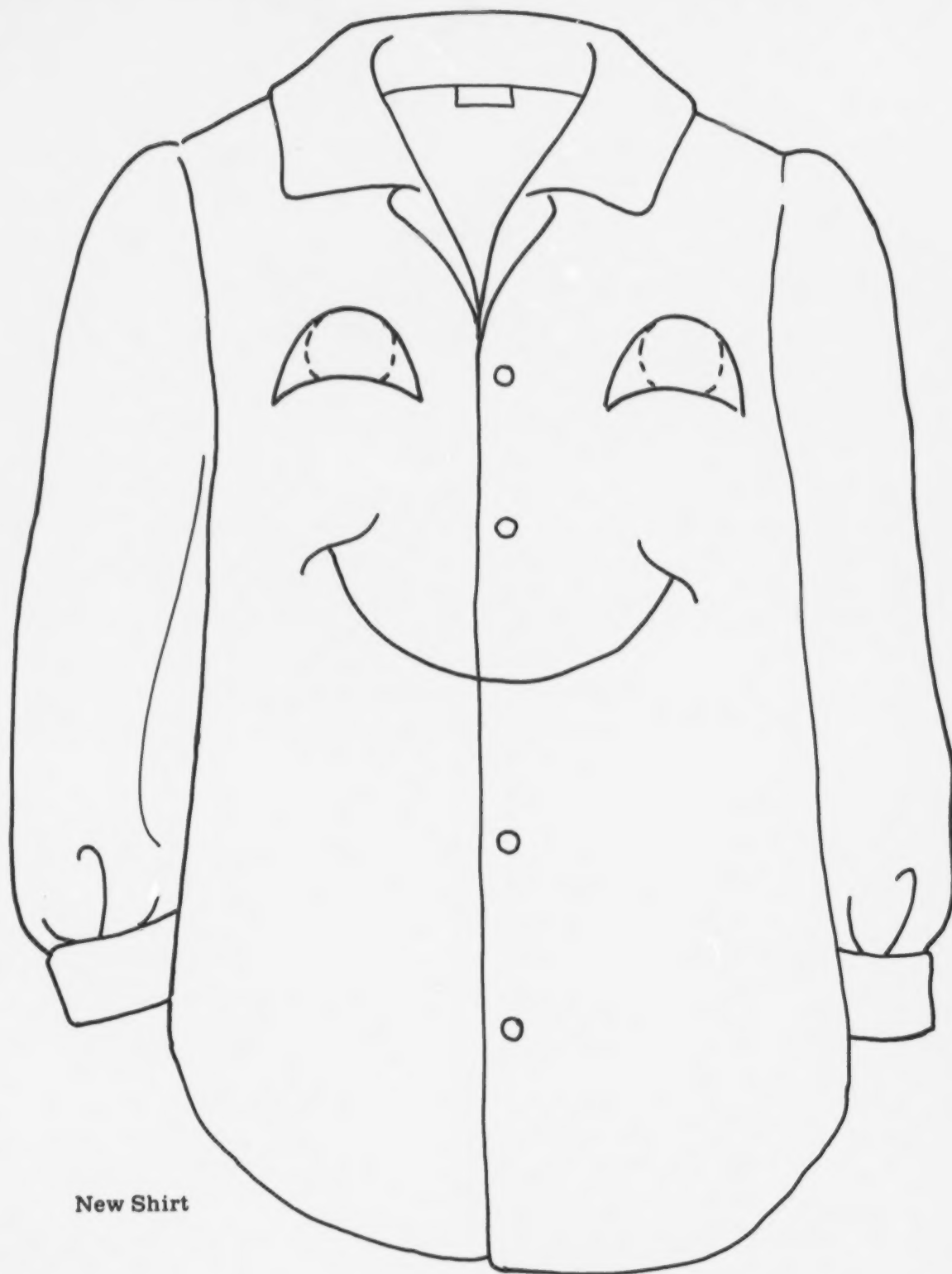
T-shirt



Socks



Pants



New Shirt

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CLOTHES AND WEATHER

Objectives: To develop vocabulary for different types of clothing
 To learn which clothes are appropriate for different types of weather
 To dress a paper doll correctly after hearing an oral description of the weather

Materials: cutouts on the following pages (one set for each child)

Time Required: 20 minutes

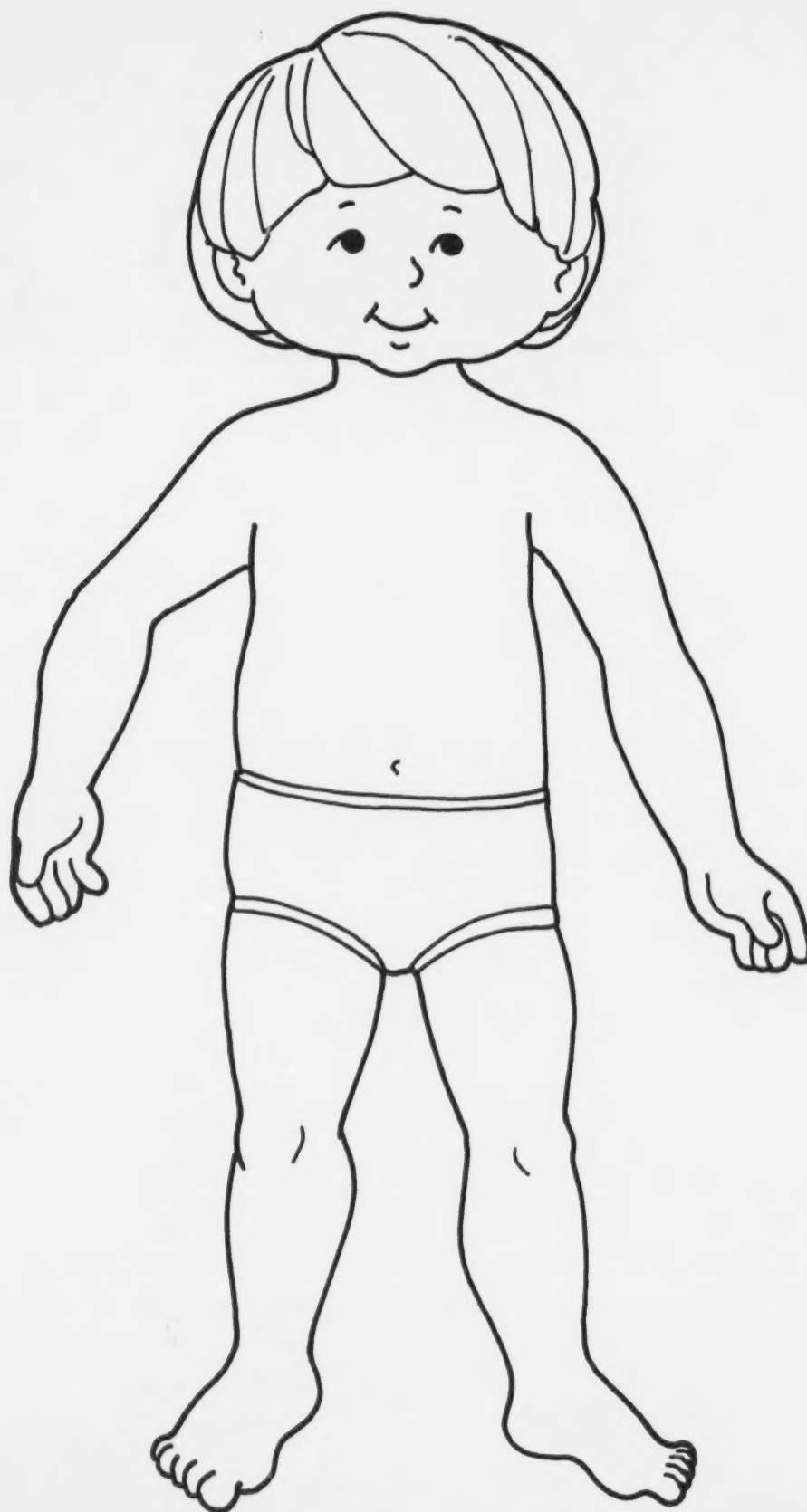
Procedure: Reproduce, color (optional), and cut out paper dolls and clothes.

Give a paper doll and a set of clothes to each child. Talk about each type of clothing—what it is called (scarf, sandals) and what type of weather it is for.

Tell children to listen carefully while you describe the weather to them. They must dress their dolls according to your weather description.

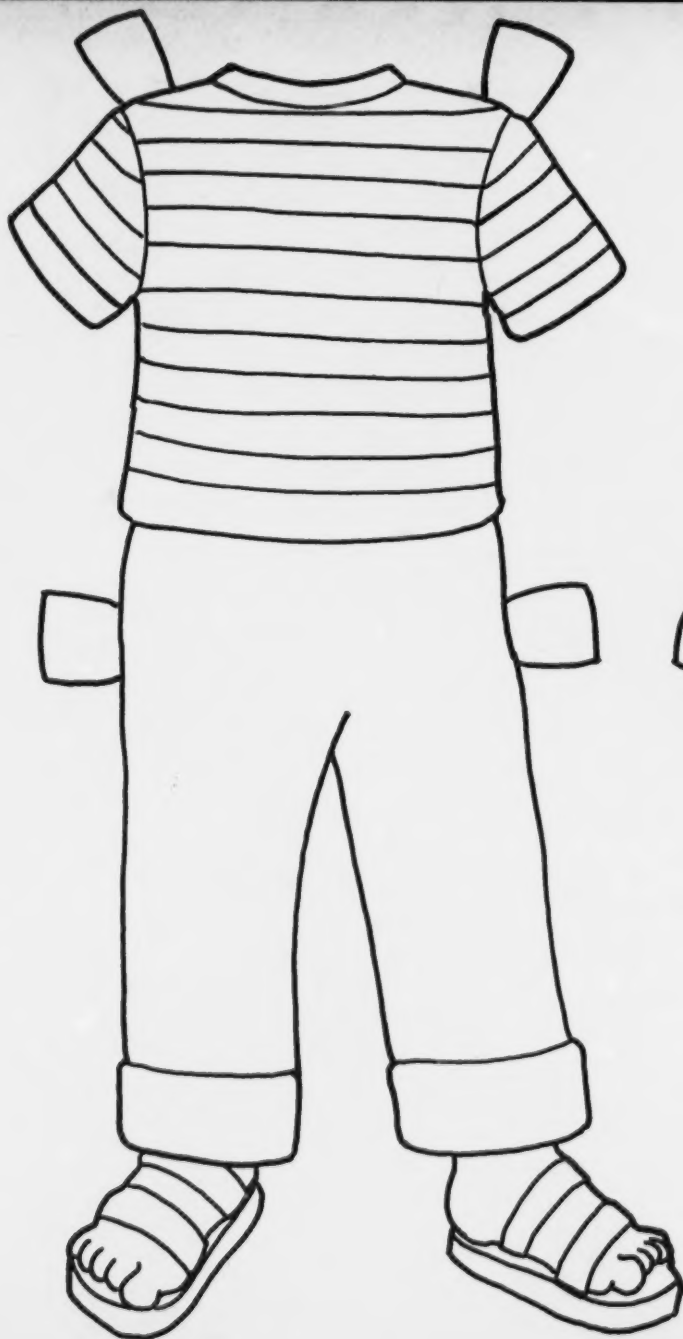
Weather descriptions

1. It's snowy and windy outside.
2. It's a hot summer day.
3. It's a cool day in the fall and leaves are falling off the trees.
4. It's the coldest day of the year and very windy.
5. It's a cold, rainy day.
6. It's very cold, and it's sunny, but there is still snow on the ground.
7. It's 80 degrees outside—a great day to go to the beach.
8. It's a warm spring day, but it's raining outside.
9. It's a summer night and a little windy.
10. It's a cold winter day.

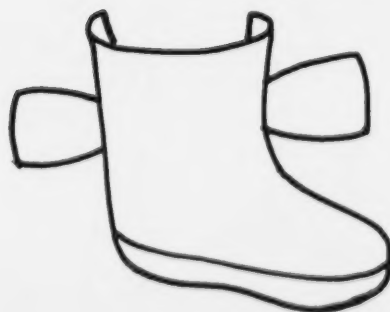




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CLOTHES DIRECTIONS

- Objectives:** To follow oral directions
To develop auditory memory skills
To give accurate oral directions to others
- Materials:** assortment of clothing (belt, scarf, cap, bib, tights, vest, turtleneck)
- Time Required:** 20 minutes
- Procedure:** Assemble and bring in different items of clothing.
- Seat children in a circle. Spread out the clothes in the middle of the circle for all to see. Name and discuss any clothes that you think children might not recognize. (*See this. It's a vest. It's like a sweater, but it doesn't have sleeves.*)
- Give an oral direction to one child. (*Give Kim the belt, and put the cap in back of Nicky.*) If the child follows the direction incorrectly, encourage other children to repeat the direction. When the child succeeds, repeat the activity, giving new directions to different children.
- Allow children to take turns "playing teacher," giving directions to the rest of the class.

CLOTHES GUESS

Objectives: To ask questions in order to determine what a secret article of clothing is
To correctly answer questions about clothes

Materials: assorted pictures of clothes (belt, bib, tights, scarf); masking tape

Time Required: 20 minutes

Procedure: Assemble and bring in pictures of clothes.

Model the game for the children this way. Have the children tape a picture to your back. You must *not* see the picture. Then turn around so the rest of the children can see the picture. *They must keep the article of clothing a secret.*

Ask questions in order to determine what the secret clothing is. The children must answer your questions.

Once children understand the game and have learned which questions are most helpful, tape a picture to a child's back, and have the children play the game.

Possible questions

1. What part of the body does it go on?
2. Who wears it?
3. Where do you wear it?
4. What's it made of?
5. What time of year do you wear it?
6. Why do you wear it?
7. How big is it?

TEDDY BEARS

This two-week section is about teddy bears. Your preschoolers will love learning about teddy bears and bringing in their own teddy bears for these listening and speaking activities. During this section, children will learn to follow oral directions about bears, ask questions to determine the identity of a "secret bear," orally introduce their own teddy bears to fellow classmates, and act out an oral story about bears.

BEARABLE MEMORY

Objectives: To follow oral directions
To develop auditory memory skills
To give oral directions

Materials: one small teddy bear

Time Required: 20 minutes

Procedure: Bring in a teddy bear.

Seat children in a circle. Give them an oral direction. (*When the teddy bear gets to Jenny, everyone stand up and growl.*) Then give the bear to one child, who passes it to the next, who passes it to the next, etc. When the teddy bear is passed to Robby, everyone should stand up and growl. Praise children for remembering and following the directions. Continue with more directions such as these.

Possible directions

When the teddy bear gets to X,

1. pretend to lap some honey.
2. growl three times.
3. put your paws on your head.
4. pretend to be a sleeping bear.
5. pretend to lick one of your paws.
6. pretend you are a bear in a circus and dance.
7. pretend to drink out of a river.
8. crawl on all four paws to the middle of the circle and then back to your seat.
9. shake paws with a bear beside you.
10. growl two times, then sit on the floor.

Allow children to take turns "playing teacher," giving directions to the class.

BEAR SWITCHEROO

- Objectives:** To follow oral directions
To understand and say phrases that describe teddy bears
- Materials:** assorted teddy bears
- Time Required:** 20 minutes
- Procedure:** Bring in a teddy bear, and have each child bring one also.
- Line the bears up in one long row. Select a child to follow your directions in switching the bears in the line. (*Switch the bride teddy bear with the teddy bear that has a green bow. Switch the teddy bear that has red polka dots with the Santa teddy bear.*) If the child follows your directions correctly, the rest of the class should applaud. Then select other children to take turns.
- Allow children to take turns "playing teacher," giving each other directions for switching the bears.

SECRET BEAR

Objectives: To ask questions in order to determine which teddy bear is the "secret bear"
To correctly answer questions in a guessing game

Materials: assorted teddy bears

Time Required: 20 minutes

Procedure: Bring in a teddy bear, and have each child bring one also.

Seat children in a circle. Place all the teddy bears in the middle of the circle. Select one child to leave the room. While that child is gone, select one bear to be the "secret bear." The rest of the class will know which is the secret bear, but warn them to keep it a secret. The child who left the room returns and asks questions such as those below in order to guess which bear in the circle is the "secret bear."

Possible questions

1. What color is the secret bear?
2. Is the secret bear wearing any clothes?
3. What do the clothes look like?
4. What is the secret bear holding?
5. How big is the secret bear?
6. Which bear is sitting next to the secret bear?

The rest of the class must answer these questions. After the child has guessed the secret bear, repeat the activity with different bears and different children taking turns being the "guesser."

BEAR INTRODUCTIONS

- Objective:** To orally introduce a teddy bear to another child
- Materials:** teddy bear (one per child); bell or timer
- Time Required:** 20 minutes
- Procedure:** Bring in a teddy bear, and have each child bring one also.
- Use your bear to model this activity for the class. Introduce your bear to the class, including information such as its name, where it stays at your house, where you got it, what it enjoys, etc.
- Then have children find partners and introduce their teddy bears to each other. After a few minutes, ring a timer or bell, and have children find new partners. Continue with introductions as time permits.

ACTING OUT A STORY—BEAR FOOD

- Objectives:** To listen attentively to a story as it is read
To act out the story as it is read
- Materials:** tables; chairs; teddy bears
- Time Required:** 20 minutes
- Procedure:** Assemble five teddy bears.
- Assign parts in the following story, and distribute teddy bears to the characters. Then read the story aloud, while the children holding teddy bears act it out. The rest of the class can be the audience.

Bear Food

Parts: *Brother Bear, Sister Bear, Father Bear, Mother Bear, Bear in restaurant*

One day the Bear family was starved. They were so hungry that you could hear their bellies growl and rumble. **(Bears make a rumbling sound.)** They all held their bellies and said, "We're starved. Let's get something to eat." **(Bear family: "We're starved. Let's get something to eat.")**

First they walked all around the woods by their house looking for something to eat. They looked up high. No food there. They looked low on the ground. No food there. They even looked under things. Still no food. Then they looked in back of things, but they couldn't find anything to eat.

Brother Bear had an idea. He said, "Let's look for food at the people's house." **(Brother: "Let's look for food at the people's house.")** Mother, Father, and Sister Bear all thought that was a good idea, so they nodded their heads yes. **(Bears nod heads.)** The Bear family quietly sneaked up to the people's house and walked into the open garage where the people kept their trash. Mother Bear found an empty juice jug. She tried to bite it, and said, "That's no good." **(Mother: "That's no good.")** Father Bear found a broken toy. He smelled it and said, "That doesn't smell like food." **(Father: "That doesn't smell like food.")** Brother and Sister Bear sniffed and sniffed and dug and dug through the trash. They said, "No food in here." **(Brother and Sister: "No food in here.")**

Finally, Mother Bear said, "Let's give up. Let's just go to the McBear's Restaurant." **(Mother: "Let's give up. Let's just go to the McBear's Restaurant.")** Father Bear said, "That's a great idea!" **(Father: "That's a great idea!")** They all ran as fast as they could to the McBear's Restaurant. When they got there, they went up to the counter. The bear working there asked, "What would you like to eat?" **(McBear's Bear: "What would you like to eat?")** The Bear family answered, "Honeyburgers, please." **(Bear family: "Honeyburgers, please.")** Then the bear asked, "What would you like to drink?" **(McBear's Bear: "What would you like to drink?")** They all answered, "Honey sodas, please." **(Bear family: "Honey sodas, please.")** The working bear gave them their honeyburgers and honey sodas. Then the bear family paid for their food. They sat down on some chairs at the restaurant and gobbled up their food. It was delicious. They patted their full bellies and smiled. At last they were full.

THE END

Repeat the story as time permits, giving parts to different children.

BEAR FACTS

- Objectives:** To develop listening skills
To discriminate true from untrue statements about bears
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Have children walk around in a circle. Then make one of the statements below. If it is a *true* statement about bears, such as "Bears like honey," then children get down on their hands and knees and crawl, growling as if they are bears. After responding, children get up and start walking in a circle, waiting for the next statement. If a statement is *not true*, such as "Bears can fly," then children simply continue walking.

Possible statements

1. Bears like honey.
2. Bears are animals.
3. Bears can fly.
4. Bears read books.
5. Bears have fur.
6. Bears have eyes.
7. Bears have claws.
8. Bears live in the woods.
9. Bears wear glasses.
10. Baby bears are called cubs.
11. Bears drive cars.
12. Bears are big.
13. Bears have mouths.
14. Bears talk on the telephone.
15. Bears watch TV.
16. Bears can whistle.
17. Bears have antlers.
18. Bears can growl.
19. A bear has four paws.
20. Bears can be purple.

Allow children to take turns "playing teacher," making true and untrue statements about bears so the class can respond.

VEHICLES

This two-week section is about vehicles. During this section, preschoolers will learn to solve riddles about vehicles, add vehicle sound effects to an oral story, learn vocabulary about vehicles, ask questions and reason in order to determine the identity of a "secret vehicle," and act out an oral story.

WHAT ARE YOU RIDING?

- Objectives:** To act out short scenes about vehicles as they are read orally
To solve oral riddles about vehicles
To learn new vocabulary about vehicles
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read the following scenes aloud. Have children act out each scene as you read it. Then have children guess the vehicle that they are acting out.
1. You swing one leg over the seat to climb on. You hang on tight to the handlebars. You push the pedals. You "pop a wheelie." You ride up a hill. You huff and puff. **(Everyone: Huff and puff.)** What are you riding? (bicycle)
 2. You climb into the driver's seat. You close the door. You turn the key to start the motor. You drive fast. You turn on a siren. **(Everyone: Siren sound.)** You stop and put a sick person into the back of this vehicle. You drive to the hospital. What are you driving? (ambulance)
 3. You get in carefully so you don't fall into the water, and you sit down on a wooden seat. You pick up two oars and paddle. When the paddles hit the water, they splash. **(Everyone: Splash!)** Then you put the paddles down and fish for a while. What are you riding in? (rowboat)
 4. You go up steps to climb aboard and sit down in a passenger seat. You give the conductor your ticket from your pocket. You hear the chug-chug-chug-chug of the locomotive. **(Everyone: Chug-chug-chug.)** Soon you are traveling very fast. What are you riding in? (train)
 5. You climb up into the front of this big vehicle and start the engine. You drive carefully on the highway. Because you are higher up than the cars, you can look down at the drivers and wave. You pick up your CB and say, "Breaker, breaker, 1-9." **(Everyone: "Breaker, breaker, 1-9.")** What are you driving? (tractor-trailer truck)
 6. You kick up the kickstand and climb on. You put on your helmet. You start the motor. It makes a "vroom" sound. **(Everyone: Vroom!)** You hang onto the handlebars as you drive down the road. What are you riding on? (motorcycle)
 7. You climb into the cockpit and sit down. You start the propellers and the engine. You speed up and lift off into the air. You pick up the microphone and say, "This is your pilot speaking. Welcome aboard." **(Everyone: "This is your pilot speaking. Welcome aboard.")** What are you riding in? (airplane)

TAPED STORY—A BAD DAY FOR DRIVING

- Objectives:** To add appropriate sound effects while listening to a story
To listen attentively to a taped story
- Materials:** tape recorder; blank tape
- Time Required:** 20 minutes
- Procedure:** Read the following story aloud. Have children make appropriate sound effects.

A Bad Day for Driving

One day a woman started her car. The engine made a loud "vroom." (**Everyone: Vroom! Vroom!**) She drove to town. A dog started to run in front of her car, so she tooted her horn. (**Everyone: Toot! Toot!**)

When she reached downtown, she heard an ambulance siren blaring. (**Everyone: Siren sound.**) She pulled over to the side of the road—like you're supposed to—to let the ambulance pass.

Then she heard a loud roar over her head. (**Everyone: Roar!**) She looked up to see a jet flying over her. It must be landing at the airport nearby.

Then she was caught in a traffic jam in the middle of town. Horns were beeping and beeping. (**Everyone: Beep! Beep!**) She finally made it through the traffic jam.

Suddenly she heard a thumping sound. (**Everyone: Thump. Thump.**) Thump, thump went the car. She stepped on the brakes and stopped the car. She climbed out and saw that she had a flat tire.

Finally, she decided to just walk. It was not her day for driving. She gave a big sigh. (**Everyone: Sigh.**)

THE END

Practice the story several times, then record the story on tape. Play the tape back so children can listen to themselves.

HORN DIRECTIONS

- Objectives:** To follow oral directions
To develop auditory memory skills
To learn new vocabulary about vehicles
- Materials:** assorted pictures of vehicles; horn
- Time Required:** 20 minutes
- Procedure:** Tape pictures of vehicles at children's eye level around the classroom.

Tell children to walk around the classroom. As they are doing so, give them a direction. (*When I beep the horn, everyone freeze and point to the picture of a vehicle with a propeller.*) After they follow the direction, they resume walking.

Possible directions

When I beep the horn,

1. freeze and point to a vehicle with a propeller.
2. freeze and point to a vehicle with a steering wheel.
3. freeze and point to a vehicle without a motor.
4. freeze and point to a vehicle that needs oars to make it move.
5. freeze and point to a vehicle with runners.
6. freeze and point to a vehicle that is driven by an engineer.
7. freeze and point to a vehicle that has three wheels.
8. freeze and point to a vehicle that needs a pilot.
9. freeze and point to a vehicle that has pedals.

Allow children to take turns "playing teacher," giving directions to the rest of the class.

VEHICLE GUESS

Objectives: To ask questions in order to determine what a secret vehicle picture is
To correctly answer questions about vehicle pictures

Materials: assorted pictures of vehicles; masking tape

Time Required: 20 minutes

Procedure: Assemble pictures of vehicles.

Model the game for the children this way. Have the children tape a picture to your back. You must *not* see the picture. Then turn around so the rest of the children can see the picture. *They must keep the vehicle a secret.*

Ask questions in order to determine what the secret vehicle is. The children answer your questions.

Once children understand the game and have learned which questions are most helpful, tape a picture to a child's back, and have the children play the game.

Possible questions

1. How does it move (fly, drive, float)?
2. Where do people keep it?
3. How big is it?
4. What does it look like? Does it have wings, motor, propeller, etc?
5. Who drives it?
6. What sounds can it make?
7. How many wheels does it have?

Repeat the activity with different children and different pictures.

ACTION STORY—VEHICLES

- Objectives:** To act out a story as it is read orally
To answer oral questions about the story
To learn more about vehicles
- Materials:** chairs (one for each child)
- Time Required:** 20 minutes
- Procedure:** Read the story on the following page to the class. As you do, you and the children should do the actions in the story. Afterward, have children answer the questions about the story.

Vehicles

The phone rings. We answer it by saying, "Hello." **(Everyone: "Hello.")** It's our mother. She is out of milk and wants us to get some at the store for her. We say, "OK, Mom." **(Everyone: "OK, Mom.")**

So we run outside and climb onto our tricycles to go to the store. We pedal and pedal our trikes. But a tricycle doesn't go very fast, so we get off the trike and look around for a faster vehicle.

We see an airplane parked in the field. We climb into the plane. We start its engine and take off. We point at a bird in the air. We see some clouds and say, "Oh, what pretty clouds!" **(Everyone: "Oh, what pretty clouds!")** We wave to someone flying by in another airplane. By then we realize that we've flown right past the store. We look all around for a place to land the airplane. We see a flat field, so we point the airplane toward it and land the airplane safely in the field. We get out of the plane.

Now we must find a way to get back to the store. There's an old truck nearby, so we climb into the truck, turn the key, and start it. Its engine sounds kind of old and rickety like this, "Putt-putt-putt-cough." **(Everyone: "Putt-putt-putt-cough.")** Soon the engine stops. We jump out of the old truck and look for another vehicle. After all, our mom wants that milk.

We see a canoe by a stream. We carefully sit down in the canoe so we won't tip it over. Then we paddle the canoe and paddle the canoe. Suddenly a big wave hits the canoe and tips it over. We fall into the water. We climb out of the stream and shake to get off the water.

Next we see a motorcycle nearby. We climb onto the motorcycle, start the engine, and ride it to the store.

We walk into the store, pay for the milk, and go back outside. But when we sit on the motorcycle and try to start it, it won't start. We say, "It must be out of gas." **(Everyone: "It must be out of gas.")**

We see a police car nearby, so we climb into the police car. We drive home quickly with the siren on. **(Everyone: Siren sound.)** When we get home, we run inside and give our mom the milk. She says, "Thanks, I hope it wasn't too much trouble." And we answer, "No trouble at all." **(Everyone: "No trouble at all.")**

THE END

- Questions
1. Name all the vehicles we used in the story.
 2. What was the problem with the tricycle? Airplane? Truck? Canoe? Motorcycle?
 3. Which of these vehicles would be the fastest? Slowest?
 4. What's your favorite vehicle? Why?

MASK STORY—VEHICLES

- Objectives:** To act out an oral story using masks
To listen attentively to a story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce and cut out masks. Tape them to tongue depressors and hold them up.
Assign parts of the story on the following page and distribute masks to the characters. As you read the story aloud, have the children act it out. The rest of the children can be the audience.

The Sad Vehicles

One day a truck, car, bike, plane, and ambulance were all standing around drinking cups of air to make their tires nice and round and full. While they were drinking air, the truck started to cry. It cried and cried. All the other vehicles patted it and asked, "What's the matter?" **(Everyone: "What's the matter?")**

The truck answered, "I'm so tired of being a truck. It hurts." **(Truck: "I'm so tired of being a truck. It hurts.")** It explained that everyone threw wood, rocks, and heavy things into its back end.

The plane answered, "That does sound awful. But look at me." **(Plane: "That does sound awful. But look at me.")** Then the plane started to shake all over. It shook and shook. All the other vehicles shouted at it, "Calm down!" **(Everyone: "Calm down!")** The plane still kept shaking and said, "I can't calm down. I can't stop shaking." **(Plane: "I can't calm down. I can't stop shaking.")** It said it was scared of being up in the air. But people keep flying it back up there. Finally after the bike patted its back, it stopped shaking.

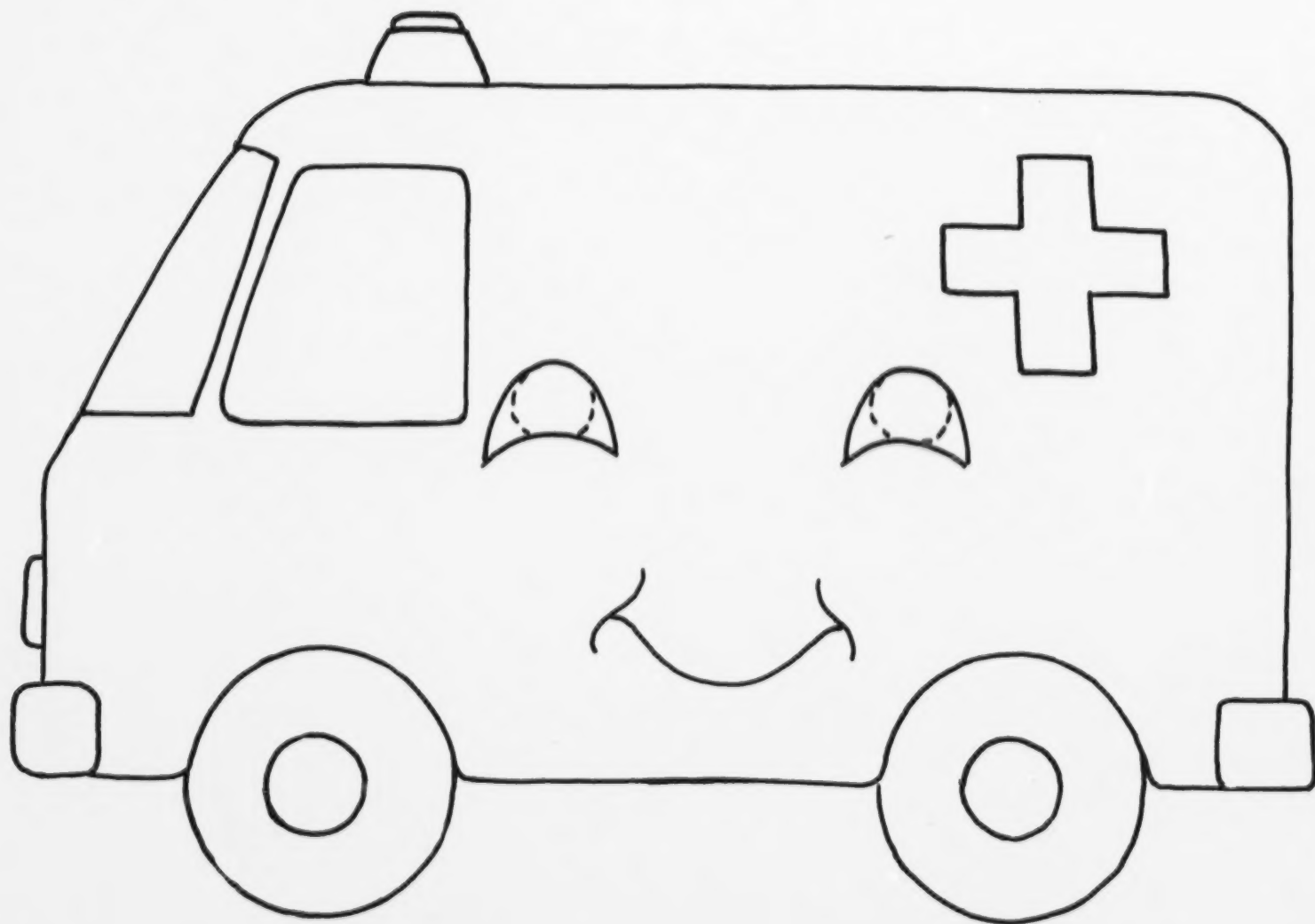
Next the ambulance put a hand up to its ear. The ambulance said, "Ouch. Ouch." **(Ambulance: "Ouch. Ouch.")** The others asked, "What's the matter, Ambulance?" **(Everyone: "What's the matter, Ambulance?")** The ambulance answered, "It hurts my ears when my siren goes. It's too loud." **(Ambulance: "It hurts my ears when my siren goes. It's too loud.")** Then it made a siren sound to show the others how loud it was. **(Ambulance: Siren sound.)** All the other vehicles ran away from the ambulance. They didn't like the sound of the siren either. The ambulance shouted to the others, "Come back. I'll stop my siren." **(Ambulance: "Come back. I'll stop my siren.")** The others came back.

Next the bike sighed and said, "I have it really bad." **(Bike: "I have it really bad.")** The others asked, "Why?" **(Everyone: "Why?")** The bike answered, "Because kids are rough with me." **(Bike: "Because kids are rough with me.")** It said they rode it through mud puddles. They fell off of it and crashed. "I don't like it," the bike said. **(Bike: "I don't like it.")**

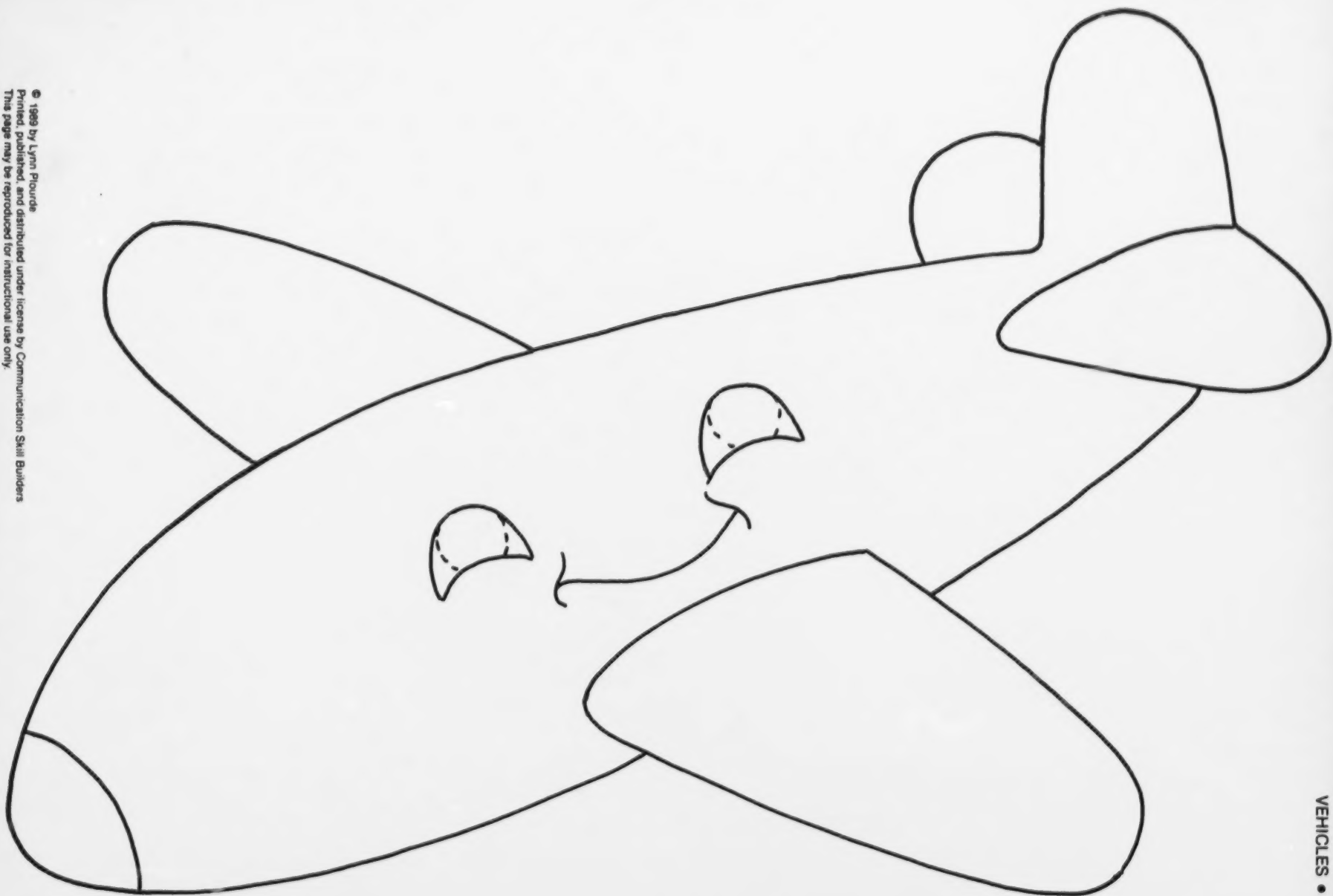
Next the car said, "Grown-ups are as bad as kids. They make me go through car washes." **(Car: "Grown-ups are as bad as kids. They make me go through car washes.")** Then the car coughed and choked to show them what it was like to be in a car wash.

Finally, all the vehicles started to cry. **(Everyone: "Boo-hoo!")** They cried and cried because it really was a rough job being a vehicle. Then they wiped their tears away before they got all rusty. They smiled, because they felt better after having a good cry. They waved good-bye to each other, and all left in different directions. It may not be fun being a vehicle, but somebody's got to do it.

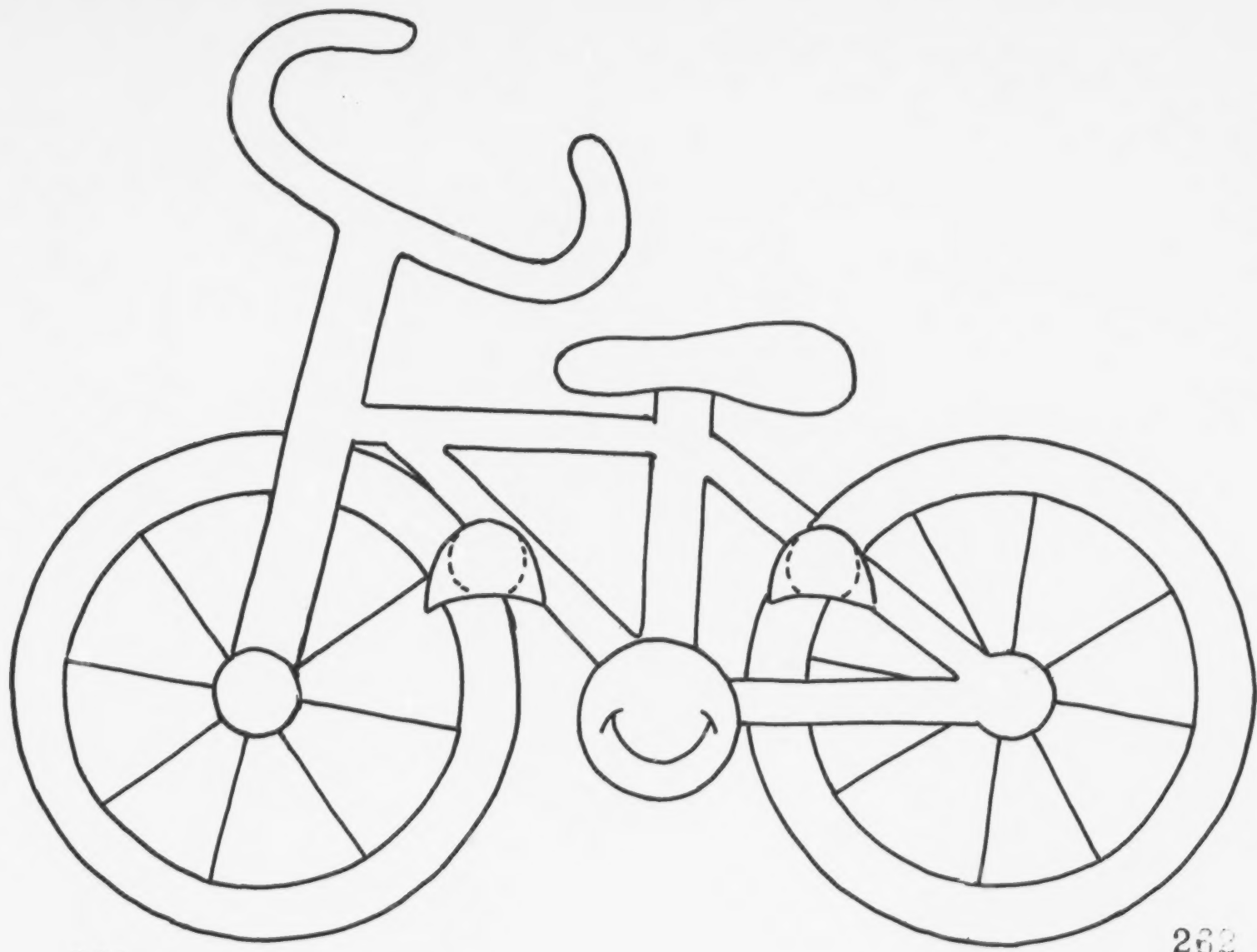
THE END



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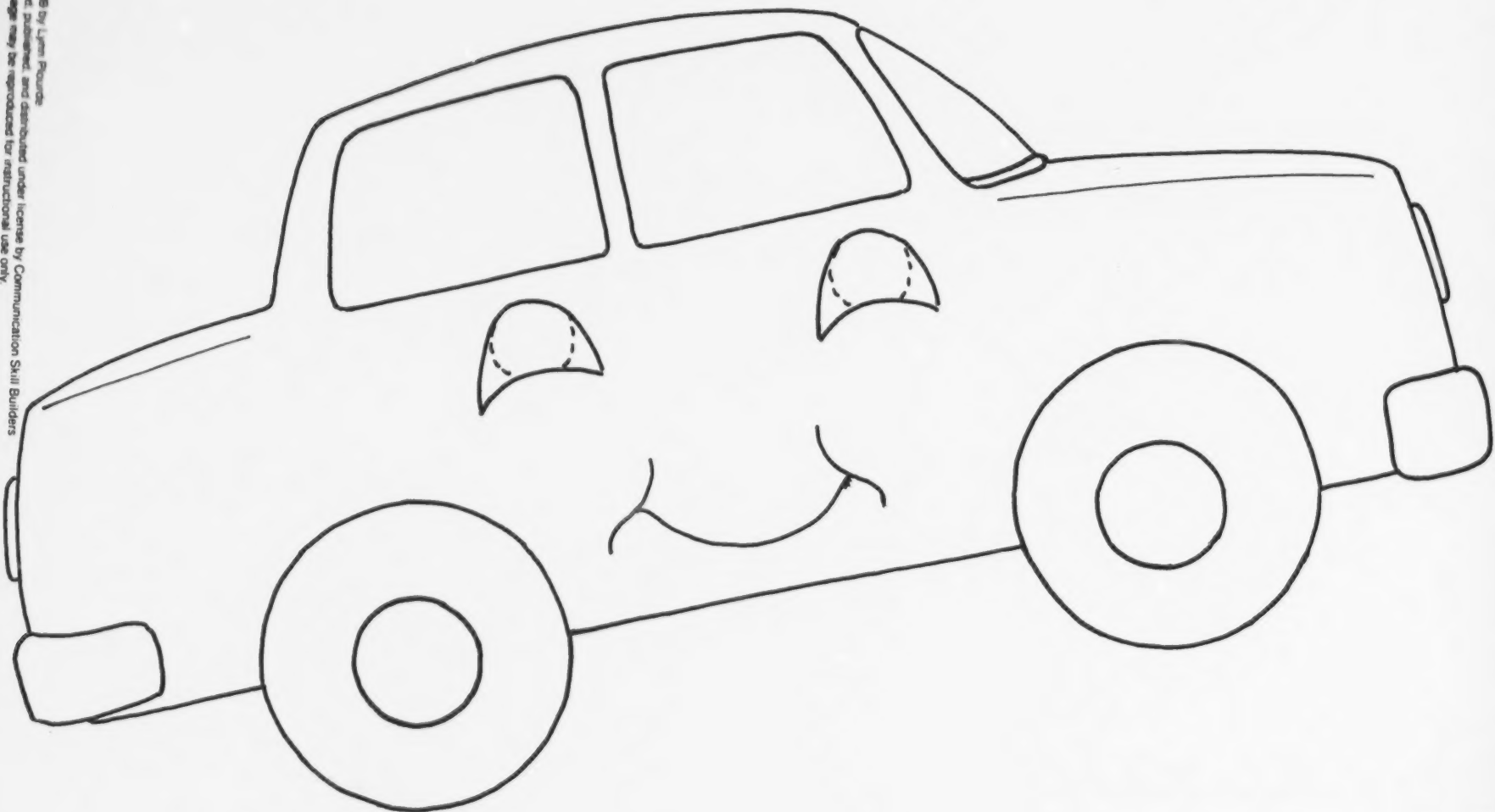
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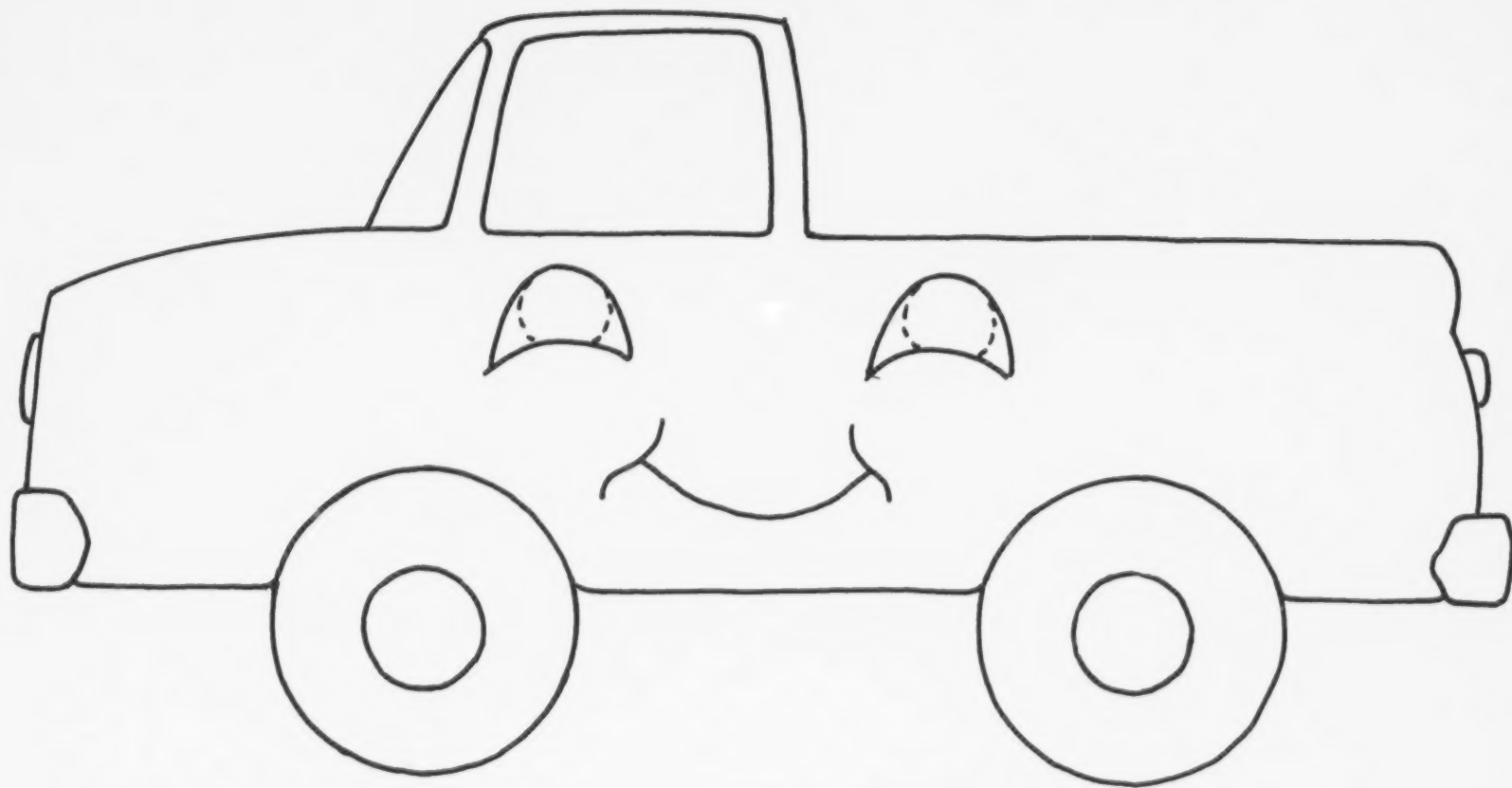
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SUMMER FUN

This two-week section is about summer activities. Preschoolers will learn to add sound effects to a summer story, differentiate an oral list of summer activities from non-summer activities, and act out an oral story about summer. In addition, children will learn to follow oral directions for packing a pretend "picnic" lunch and for squirting specific balloons with a squirt gun.

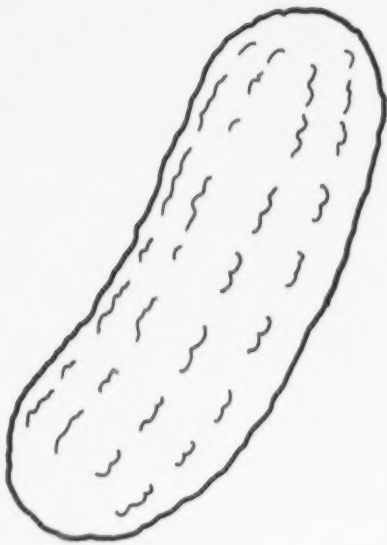
SILLY PICNIC LUNCH

- Objective:** To follow oral directions for packing a picnic lunch
- Materials:** small brown paper bags (one for each child); cutouts from the following page (one set for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out shapes.

Give each child a paper bag and a set of shapes. Tell children that they are going to pack a silly picnic lunch, but they must follow your directions exactly. Read the following directions aloud, and have them act them out.

1. First, open your paper bag and put it on one of your hands.
2. Then stand up, turn around in a circle and say, "Picnic time!"
3. Next, put your bag on the floor in front of you, and blow it a kiss.
4. Next, take the pickle. Tickle yourself with the pickle, and put it in the bag.
5. Now take the soda can. Pour some soda on your hands and rub them together.
6. Next, pour soda on your feet and rub it in.
7. Then put the soda in your bag.
8. Take the ice-cream cone. Turn it upside-down and wink at it.
9. Then put both the ice-cream cone and the hot dog in your bag.
10. Blow into the bag three times to cool off the hot hot dog.
11. Hold your bag with your two thumbs.
12. Now let's hike to find a picnic spot.
13. Look up high for a picnic spot.
14. Look low for a picnic spot.
15. Look underneath something for a picnic spot.
16. Now sit on your hand, take out your food, and have a picnic!

Allow children to take turns "playing teacher," making up more silly directions for packing a picnic lunch.



TAPED STORY—THE LOUDEST SUMMER

- Objectives:** To add appropriate sound effects while listening to a story
To listen attentively to a taped story
- Materials:** tape recorder; blank tape
- Time Required:** 20 minutes
- Procedure:** Read the following story aloud. Have children make appropriate sound effects.

The Loudest Summer

At last it was finally summer. All the kids were so happy, they screamed, "Yeah!" **(Everyone: "Yeah!")** First, they decided to go swimming. They jumped into the water and splashed. **(Everyone: "Splash!")** They blew bubbles with their faces in the water. **(Everyone: "Blub-blub-blub.")** They yelled, "Geronimo!" as they jumped off the diving board. **(Everyone: "Geronimo!")**

Next, they played baseball. They hit the ball. It made a loud crack whenever it hit the bat. **(Everyone: "Crack!")** They yelled, "Home run!" every time the ball went over the fence. **(Everyone: "Home run!")**

Next, they visited a zoo. First, they saw and heard the elephants. **(Everyone: Elephant sound.)** Then they saw and heard the monkeys. **(Everyone: Monkey sound.)** They bought ice-cream cones. They loudly lapped their cones. **(Everyone: Lap cones.)** They said, "Mmmmm, mmmmm." **(Everyone: "Mmmmm, mmmmm.")**

That night they went to a fireworks show. The fireworks went, "Bang!" **(Everyone: "Bang!")** Everyone in cars beeped their horns to show how much they liked the fireworks show. **(Everyone: "Beep! Beep!")**

Finally, they were so worn out from all the summer fun that they just lay down, fell asleep, and snored! **(Everyone: "Zzzzz.")**

THE END

Practice the story several times, then record the story on tape. Play the tape back so children can listen to themselves.

SUMMER ACTIVITIES

Objectives: To listen to a list and differentiate summer activities from non-summer activities
To pantomime summer activities

Materials: none

Time Required: 20 minutes

Procedure: Read the list of activities below. If you name an activity that can be done in the summer, children pretend to do that activity. Thus if you say, "Go swimming," children pretend to swim. If you name a *non*-summer activity, children simply stand still.

Possible activities

go swimming
ski down a mountain
dive into water
play baseball
make a snowman
go fishing
lie in the sun
go ice skating outside
walk on the beach
throw snowballs
pick vegetables from the garden
hike up a mountain
go surfing
build a fire in a fireplace
have a picnic

Allow children to take turns "playing teacher," naming activities for the class to pantomime.

SECRET SUMMER BOX

Objectives: To ask questions in order to determine what a secret object is
To correctly answer questions about the object

Materials: shoe box with a cover; assorted "summer" objects (sunglasses, baseball, suntan lotion, bathing suit, sugar cone for ice cream, etc.) that will fit into the box

Time Required: 20 minutes

Procedure: Collect and bring in summer objects.

Hide one summer object in the shoe box. Select three children to peek inside the box to see what the object is. The rest of the class must *not* know what the object is—only that it is a summer thing. The class should ask the children questions to determine what the secret summer object is.

Possible questions

1. What do people do with it?
2. Where do you find it?
3. What's it made of?
4. Is it a kind of clothes? food? toy?
5. What are some parts on it (cap, straps, lenses)?
6. Who uses it (kids, men, women)?

After the class has guessed the object, repeat the activity with different children peeking at a new summer object.

Hint: If children "get stuck" while asking questions, have the three children give hints about the object.

ACTION STORY—SUMMER WORK

- Objectives:** To act out a story as it is read orally
To answer oral questions about the story
- Materials:** timer
- Time Required:** 20 minutes
- Procedure:** This activity is best done outside. As you read the story below to the class, you and the children should do the actions in the story. Afterward, have children answer the questions about the story.

Summer Work

At last it's summertime, and we can't wait to play outside in the nice weather. But first we have to do our summer work. We have to mow the lawn. We pull and pull on the cord to start the mower. Then we push the mower and push the mower until the lawn is finished.

Next we have to weed the garden. We bend over and pull out one weed, then another and another.

Our next job is painting the house. We take the cover off the paint can. We stir the paint to mix it. Then we dip our paintbrush into the paint. We paint and paint the house. We even climb up a ladder to reach the top part of the house.

Next we have to pick up litter by the side of the road. We open a big garbage bag. We pick up an old newspaper and put it into the garbage bag. Then we put in an old bottle. Then we put in a candy wrapper.

Finally we wipe our forehead. We're tired of all this summer work, so we decide to do some summer playing.

THE END

Set the timer for five minutes, and tell children to play until it rings. Then have them sit down, relax, and answer these questions. (This might be a good time for snacks, especially with some refreshing lemonade or juice.)

- Questions**
1. Name all the chores we did in the story.
 2. What are some chores you really have to do in the summertime at your house?
 3. Name all the different things you played.
 4. What's your favorite thing to play in the summer? Why?

Hint: If children can't remember all the chores, give hints. (Who remembers the chore we did when we climbed the ladder?)

BALLOON SQUIRT

- Objectives:** To follow oral directions
To reinforce color concepts
- Materials:** balloons of different colors; string; squirt gun with water; playground equipment
- Time Required:** 20 minutes
- Procedure:** Blow up balloons and attach strings to them. Hang balloons from bars on a swing set or monkey bars.
- Line up children in a row facing the balloons. Hand the "loaded" squirt gun to the first child, and give an instruction. (*Squirt the red balloon, then the blue one.*) The child follows the instruction and goes to the end of the line. Repeat the activity, giving a different direction to every child. (*Squirt the yellow balloon three times.*)

HOLIDAYS

This six-week section contains one week of activities for each of the following holidays:

- Halloween
- Thanksgiving
- Holiday Season (Christmas and Hanukkah)
- Valentine's Day
- St. Patrick's Day
- Easter

These activities should be done at appropriate times during the school year. As with the other themes, children will learn to follow oral directions, act out oral stories, solve oral riddles, and learn new vocabulary for specific holidays.

ACTION STORIES—HALLOWEEN

- Objective:** To act out short stories as they are read orally
- Materials:** none
- Time Required:** 20 minutes
- Procedure:** Read the stories on the following page to the class. As you do, you and the children should do the actions in the stories.

Black Cat

We are black cats. We are curled up in a ball sleeping. When we wake up, we lick our paws and then rub them on our faces to wash ourselves. Slowly we stand up on all four legs. We arch our backs and stretch.

Then we walk around saying, "Meow." (**Everyone: "Meow."**) We see people, and we rub against their legs. They pat us and we purr. (**Everyone: "Purr."**) Then we lie back down, curl up in a ball and go back to sleep. It's great being a black cat.

Ghost

Now we are ghosts. We float through the air. We make ghost sounds, "Oo-oo-oooh! Boo!" (**Everyone: "Oo-oo-oooh! Boo!"**) We see a house in front of us, but that doesn't stop us. We float right through it. Then we float high. Then we float low. Next we see some people. We float over to them and say a big "Boo!" (**Everyone: "Boo!"**) They scream and run away, and we just laugh. It's fun being a ghost.

Witch

Now we're witches. We climb on our broom and hang on tight. Then we say a magic spell, "Magic broom, magic broom, make me zoom." (**Everyone: "Magic broom, magic broom, make me zoom."**) Our brooms fly us high up into the sky. We laugh a big witch laugh, "Eh-Eh-Eh!" (**Everyone: "Eh-Eh-Eh!"**) We see a car way down below us. We fly down to the car. It is stuck in the mud and muck. We cast a spell, "Car-car that is stuck-stuck. Get out of the muck-muck." (**Everyone: "Car-car that is stuck-stuck. Get out of the muck-muck."**) And the car drives right out. People usually think that witches are bad, but we smile because we are good witches.

Pumpkin

Now we are pumpkins. We are little, and we are growing bigger and bigger. When we are big enough, some people pick us. They lay us gently in the back of their truck and drive us home. It's kind of bumpy, and we bounce around. When they get us home, they carve us into jack-o'-lanterns.

First, they cut off our top. (**Point to top of head.**) It is lucky for us that we can't feel it when they cut us. Then they scoop out all our seeds. They cut out one eye. (**Point to one eye.**) Then they cut out the other eye. (**Point to other eye.**) Then they cut out our nose. (**Point to nose.**) Finally, they cut out a big smiling mouth. (**Point to mouth and smile.**) We keep on smiling and smiling for everyone to see.

THE END

Allow children to take turns "playing teacher," telling other Halloween stories for the class to act out. They might tell stories about a bat, mask, trick-or-treat bag, etc.

WHICH WITCH?

- Objectives:** To correctly select a picture from a choice of six based on an oral description of that picture
To give accurate oral descriptions of pictures
- Materials:** witch pictures on following pages
- Time Required:** 20 minutes
- Procedure:** Reproduce witches. Color them very differently (one with red hair, one with a purple hat, etc.) so they will be easier to describe.
- Select six children to stand in front of the class, each holding a picture of a witch. Describe one of the witches, and challenge the class to figure out which witch you are describing:
- I'm thinking about a witch with curly hair and glasses. She has a pointed hat with bats on it. She has a wart on her nose and a crooked smile. Which witch is it?*
- Select one child to go up and point to the described picture. If the choice is correct, then the child may take the first child's place and hold the picture.
- Repeat the activity until you have described each witch once. Then allow children to take turns "playing teacher," describing witches for others to guess.













HALLOWEEN HUNT

Objectives: To find hidden objects when given verbal hints
To learn basic colors and concepts such as *under, by, on top of*

Materials: Halloween tokens

Time Required: 20 minutes

Procedure: Assemble and bring in Halloween tokens—small objects such as stickers or candies.

Have children cover their eyes. While they do so, hide some Halloween tokens around the room beside red things. Then tell the children to uncover their eyes and to look for Halloween tokens hidden by red things. As children hunt, remind them to look *beside red things*.

After the tokens have been found, repeat the activity several times, hiding the tokens in different places.

Possible locations

- by Halloween decorations
- by yellow things
- by low things
- under things
- on top of things
- in back of things
- by blue things

Continue with more hunts as time permits.

PAPER-PLATE TURKEY

Objectives: To learn basic colors
To arrange colored feathers on a paper-plate turkey in the order in which they are named
To develop auditory memory skills

Materials: white paper plates (one for each child); construction paper in seven colors; turkey head and feather cutouts on following page (one set for each child)

Time Required: 20 minutes

Procedure: Transfer the turkey shapes from the following page onto construction paper. Make turkey heads all one color, and use other colors for feathers. Cut out the shapes. Cut six slits for feathers in each paper plate (see below), and paste a turkey head in the center.

Give each child a paper-plate turkey and six feathers (one in each color). Have children listen and put the feathers on the turkey in the order you say. (*First put on a red feather, and then a blue one.*) Continue your instructions, two feathers at a time. (*Now put on a purple one, then a yellow one.*) Wait for the children to follow each instruction. (*Now put on an orange one and finally a green one.*) After they have finished, hold up a turkey for all to see. Point to each feather, and ask the children to tell you its color.

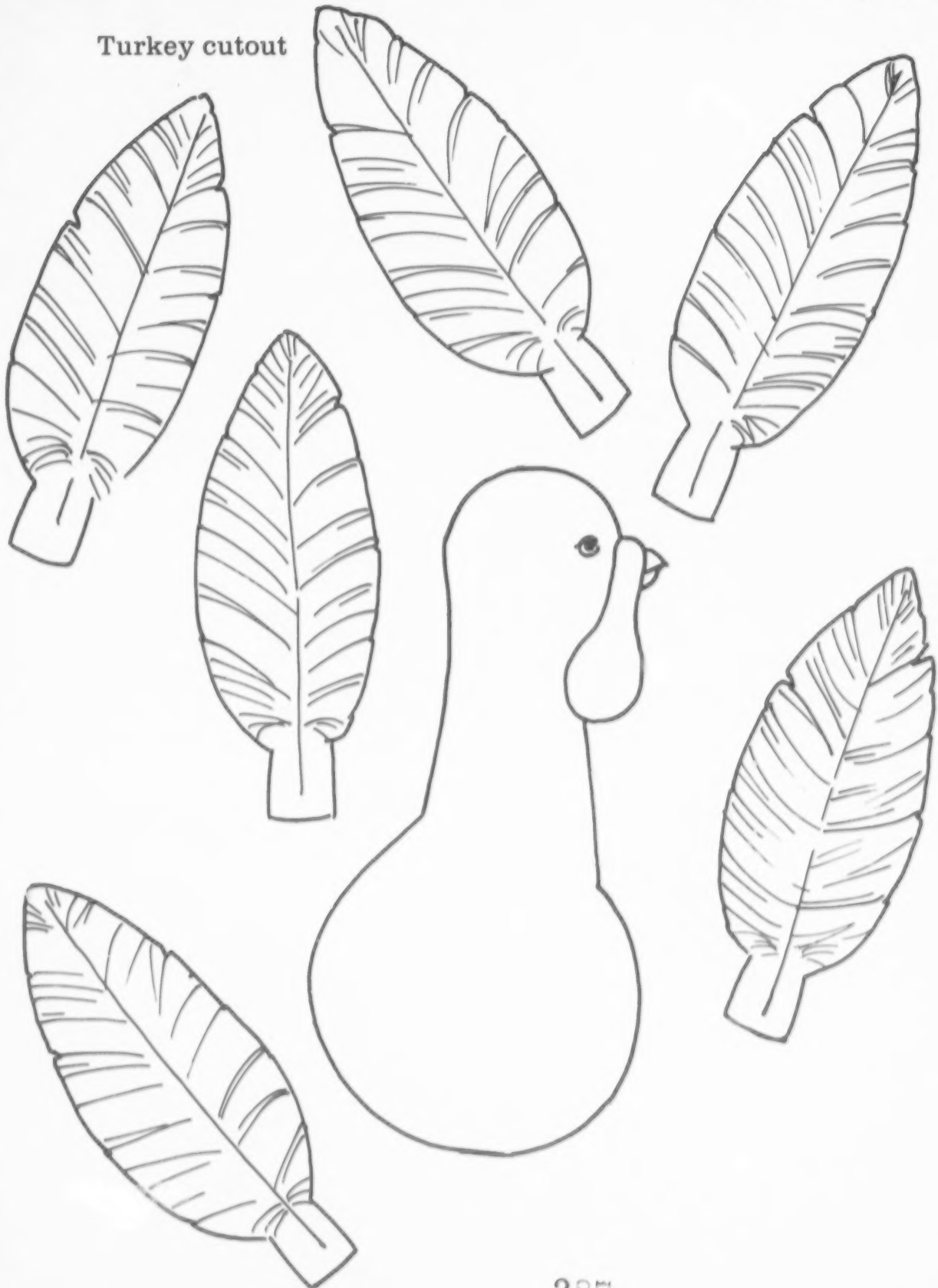
Then have them take out the feathers, and repeat the activity with the feathers in a different order. If children are good listeners, tell them *three* colors at a time.

Hints:

1. Encourage children to place their feathers in a left-to-right order. This will reinforce the same order they will learn in reading.
2. If some children do not know their colors, they can watch you and *match* theirs to yours.



Turkey cutout



THANKSGIVING BINGO

Objectives: To put a marker on a picture when hearing the name of that picture
To put a marker on a picture when hearing a sentence that describes that picture

Materials: bingo-strip cutouts (one for each child) on following pages; pennies or other tokens to use as markers; Thanksgiving stickers for prizes (optional)

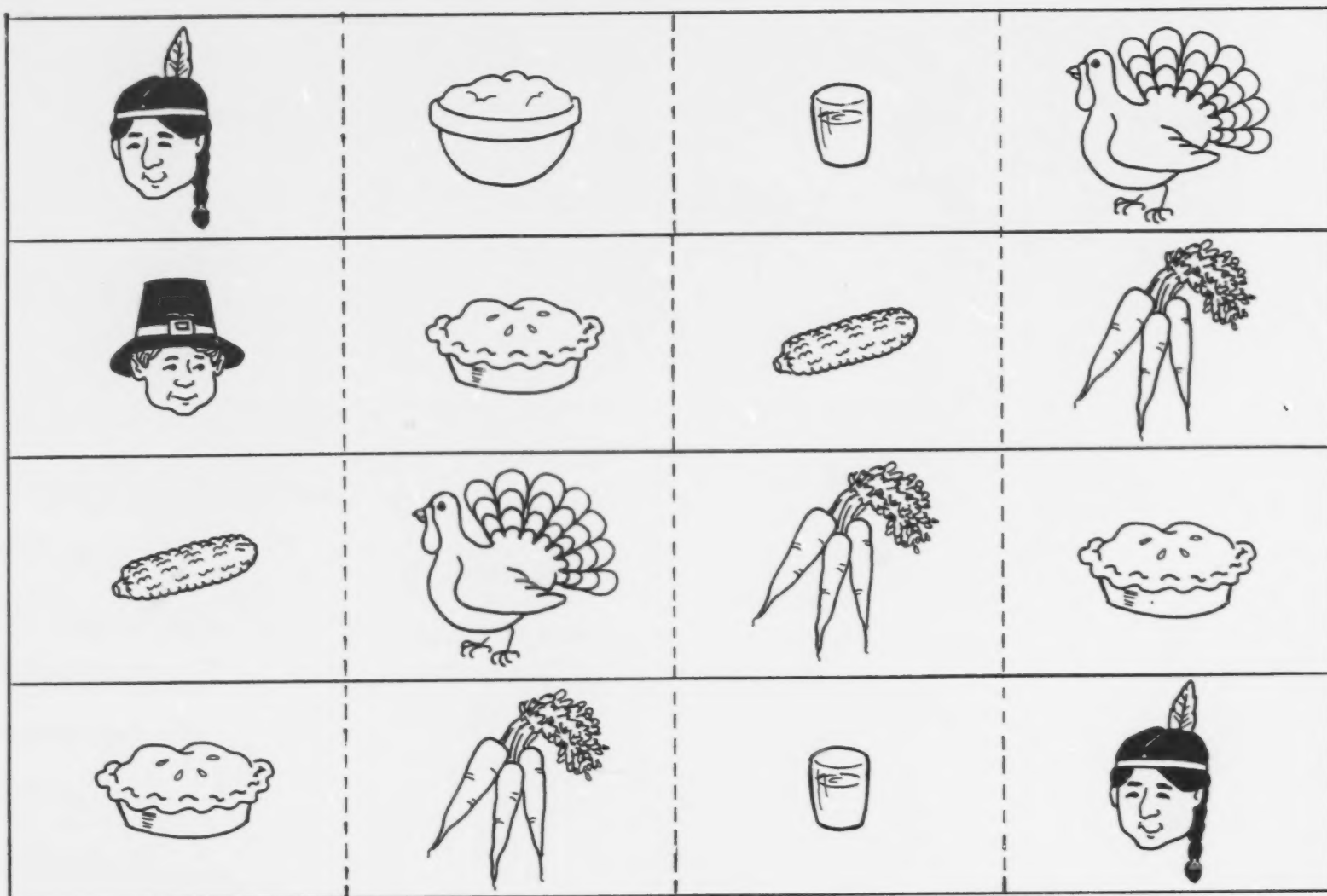
Time Required: 20 minutes

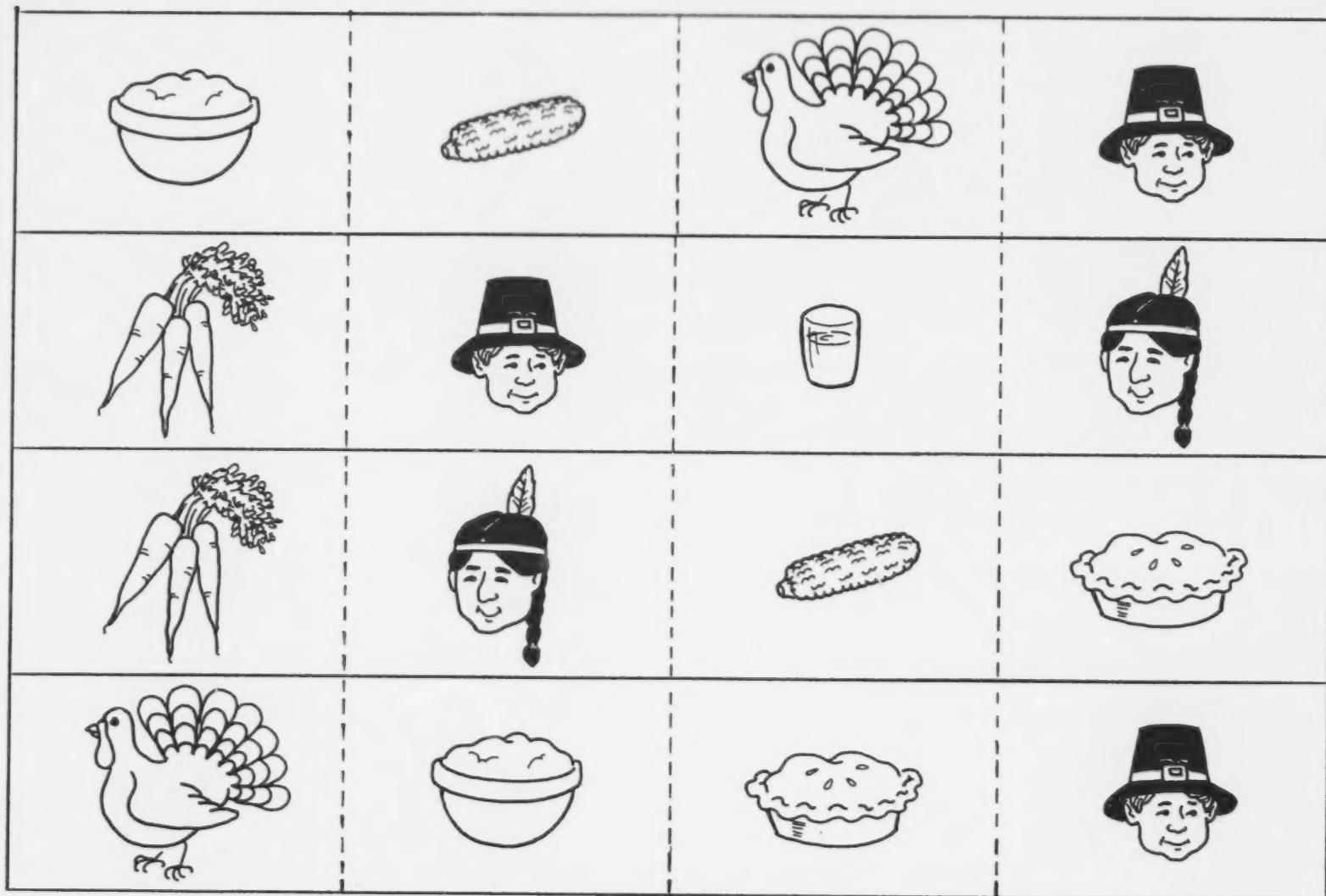
Procedure: Reproduce, color (optional), and cut out bingo strips.

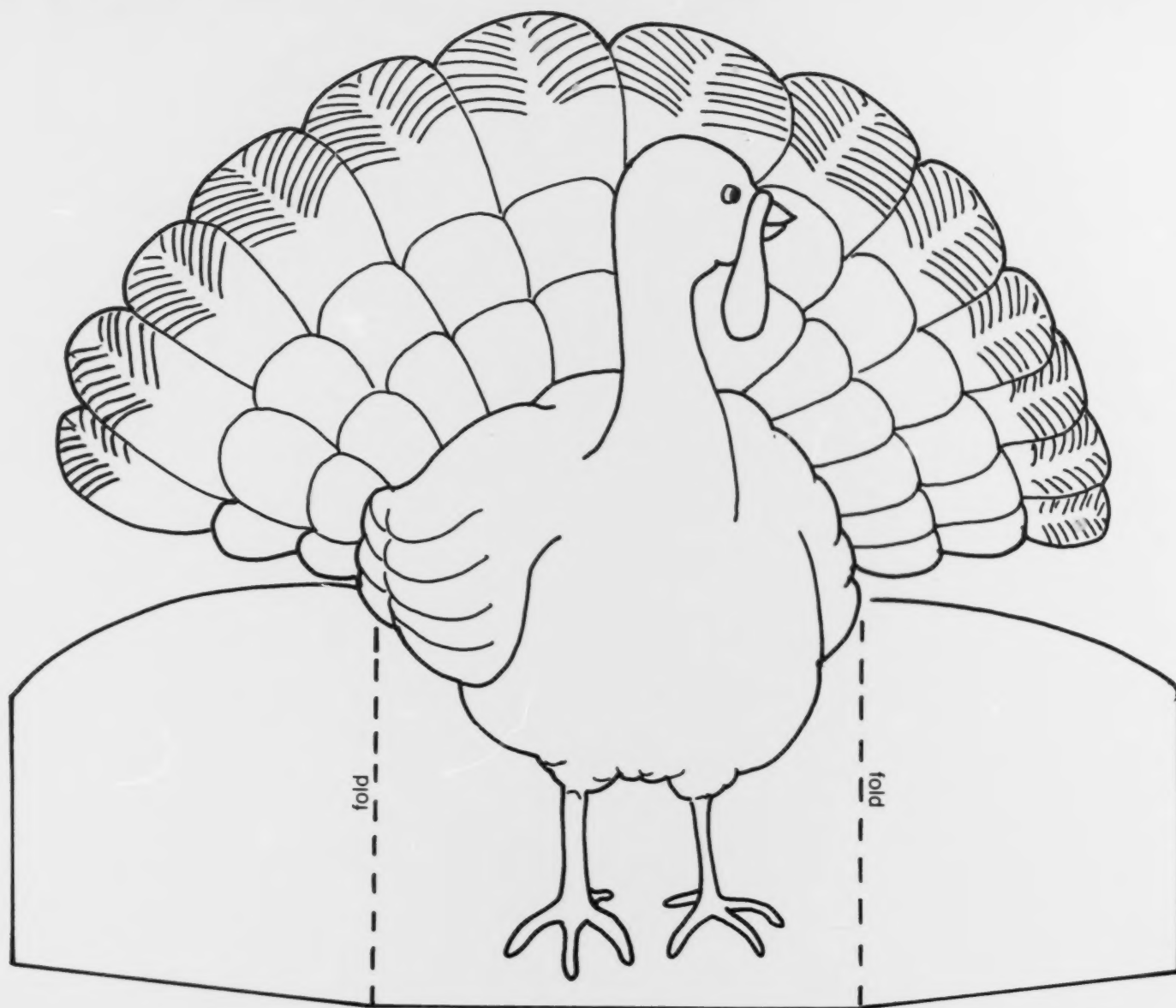
Give each child a bingo strip. Then randomly say the words below. As a picture is named, children put markers on the named picture. The first child to cover all the pictures on the strip is the winner.

turkey
Pilgrim
Indian
apple pie
mashed potato
glass of cider
carrots
corn on the cob

If you wish, give Thanksgiving stickers as prizes to winners. Continue with as many games as time permits. After you've played the game several times, make it trickier by describing—rather than naming—one of the pictures. (*It is an orange vegetable. It is a kind of dessert.*)







FIND THE TURKEY

- Objective:** To follow a series of oral directions in order to find a turkey
- Materials:** stand-up turkey cutout on following page; paper telescopes (one for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out turkey. Make paper telescopes by rolling pieces of paper into tubes.
- Tell children that they are going to find a turkey. Give them each a paper telescope, and show them how to look through it to see the turkey.
- Select three to five children to leave the room. While they are gone, hide the paper turkey somewhere in the room. The rest of the class will know where the turkey is, but warn them to keep it a secret. The children who left the room return to find the turkey. They must listen to your oral directions. (*The turkey is low in the room and in back of something that holds trash.*) Then they look for the turkey, using their telescopes.
- After the children have found the turkey, repeat the activity with different children, hiding the turkey in different places.

STUFF THE STOCKINGS

- Objectives:** To place objects into a paper stocking according to oral directions
To develop auditory memory skills
- Materials:** paper stockings and paper cutouts (one set for each child) on following pages
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out paper stockings and objects.

Give each child a stocking and a set of objects. Tell them that they are going to stuff their stockings with pictures, but they must listen carefully to follow your directions.

Sample directions

1. Put the skis and wreath into your stocking.
2. Next, put in the menorah, candy cane, and dreidel.
3. Put the snowman on your head and then into the stocking.
4. Put the Christmas tree into your stocking so that it goes in upside-down.
5. Make the angel fly high, then low, then fly right into your stocking.
6. Make the snow touch your nose, then your toes, then put it into your stocking.
7. Put the bell in back of Santa Claus, and put them both into your stocking.
8. Make the gingerbread man dance around the outside of your stocking, then put him inside.
9. Pretend to open the present before you put it into your stocking.

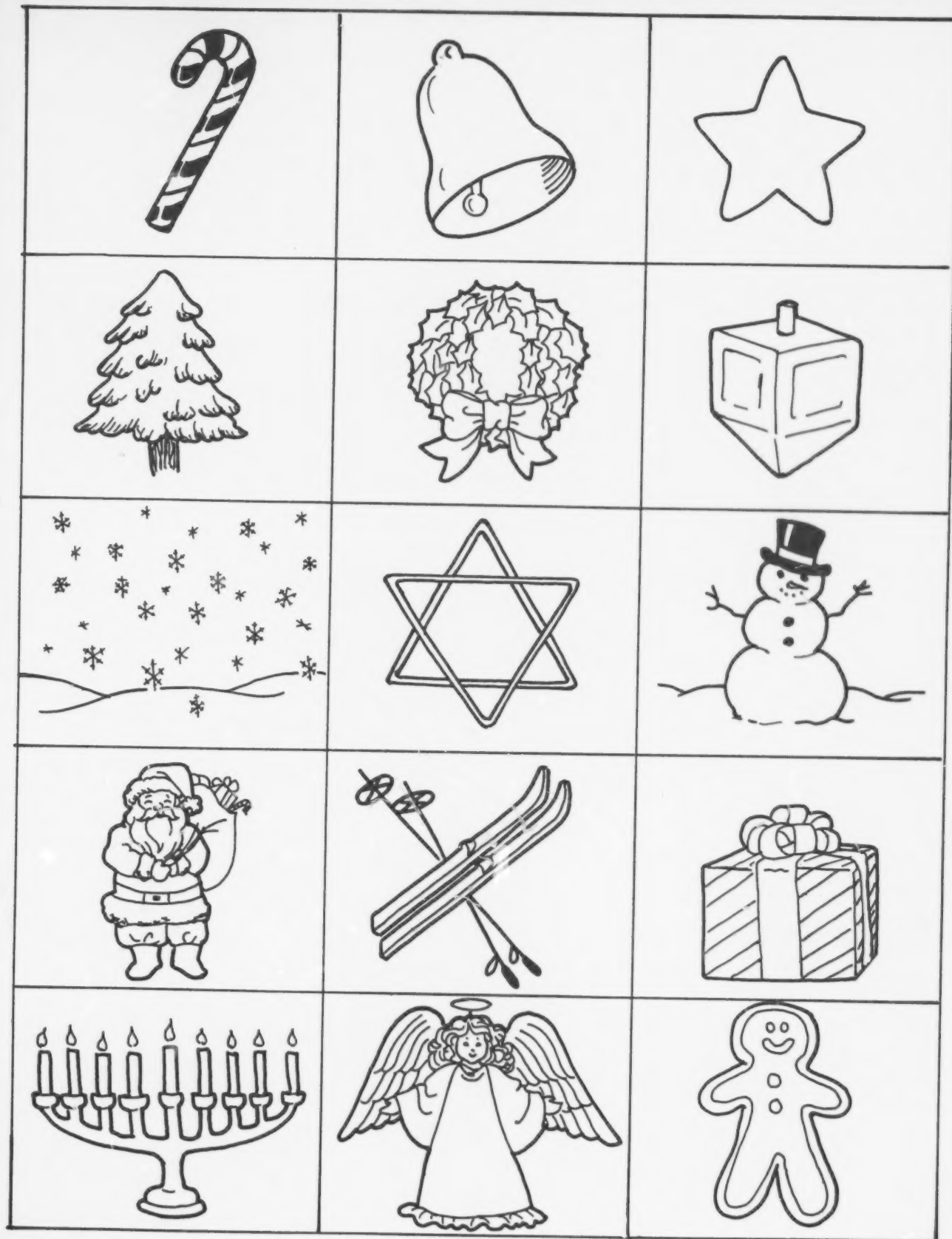
Allow children to take turns "playing teacher," giving directions to the class.



paper stocking (front)



paper stocking (back)



PUZZLING PRESENTS

- Objectives:** To identify an object by listening to the sound it makes when it is shaken in a box
To guess objects when given oral hints
- Materials:** box with a cover; Christmas wrapping paper; miscellaneous "present-type" objects that will fit into box; bag for hiding objects
- Time Required:** 20 minutes
- Procedure:** Collect the objects and hide them in the bag. Wrap the box like a present (wrap top and bottom separately).
Have the children close their eyes, then place one object in the box. Select two quiet children to shake the box and guess what's inside it. Give hints as needed. (*It's made of yarn and goes on your hands.*) Continue with each object, giving other children turns as time permits.

DECORATE A "PERSON TREE"

- Objectives:** To learn vocabulary about Christmas-tree decorations (tinsel, garland, angel, ball)
To follow oral directions for decorating a person like a Christmas tree
- Materials:** assorted Christmas-tree decorations
- Time Required:** 20 minutes
- Procedure:** Bring in decorations. Show children the decorations and discuss the names of each (tinsel, gold garland, silver garland, candy cane, ball).

Select one child to stand and be decorated like a tree. One at a time, have children come up and follow your directions to add a decoration. (*Put some tinsel on top of Hilary's shoes. Wrap gold garland around his waist and then around his shoulders. Hook a candy cane onto his shirt pocket.*) When child has been decorated, remove decorations. Repeat activity with different children as time permits.

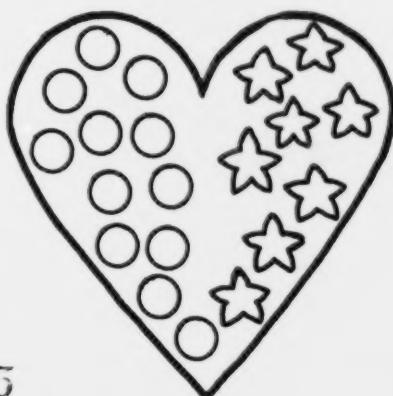
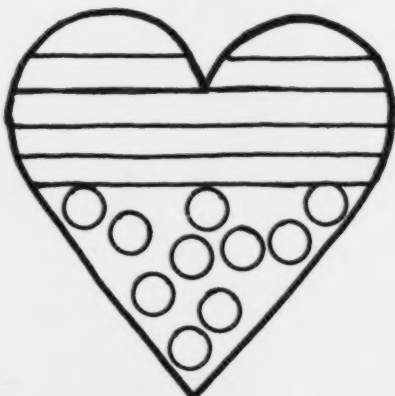
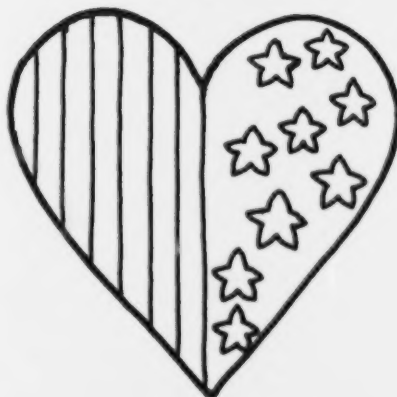
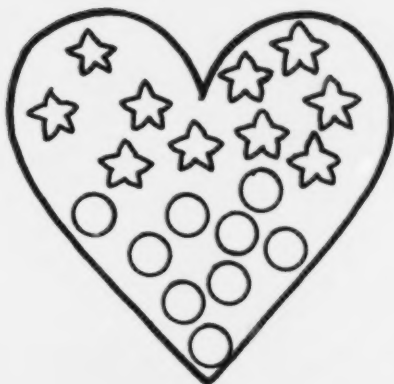
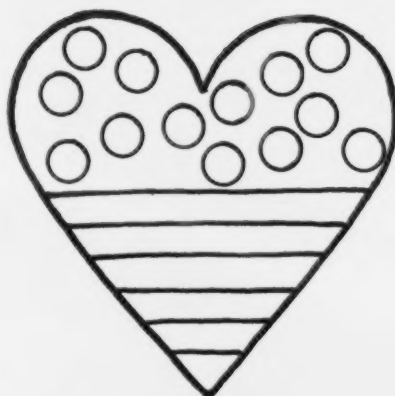
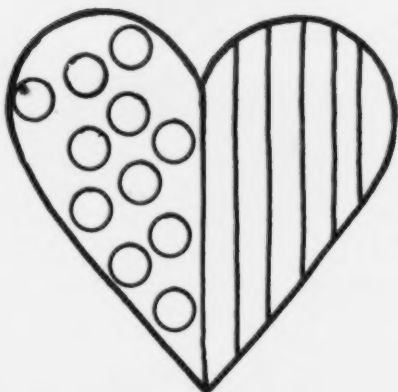
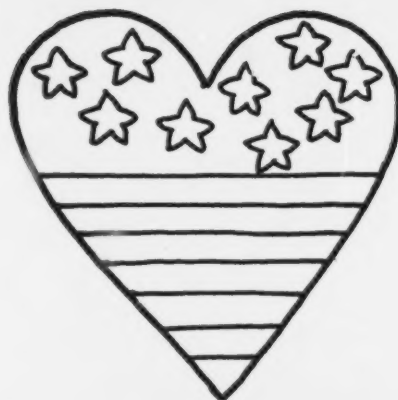
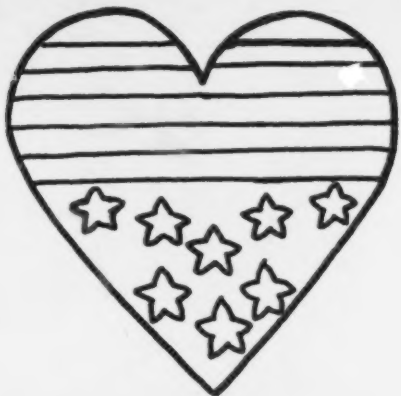
MAKING HEARTS

- Objectives:** To learn the shape *heart*
To follow oral directions for making heart shapes
- Materials:** heart worksheet on the following page (one for each child);
yarn in two colors
- Time Required:** 20 minutes
- Procedure:** Reproduce the heart worksheet. Cut yarn, making lengths of
one color longer than the other.
- Give each child a heart worksheet and a piece of yarn from
each color. Have children do the following with their heart
worksheets:
1. Trace heart with thumb.
 2. Trace heart with pointing finger.
 3. Trace heart with pinkie.
 4. Trace heart with nose.
- Have children do the following with their bodies:
1. Try to make hands look like a heart.
 2. Try to make arms look like a heart.
 3. Pair children and have them lie on the floor together to
make a heart shape.
- Then have children use the yarn to form heart shapes:
1. Make a heart with one color of yarn.
 2. Make a heart with the other color of yarn.
 3. Make two hearts—one inside the other.



HEART MATCH

- Objectives:** To correctly select a heart from a choice of eight based on an oral description of that heart
To learn the concept *matching*
- Materials:** heart cutouts on following page; envelopes (one for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce two copies of the following page for each child. Cut out the hearts on *one* page, and put them into an envelope.
- Give each child a page with hearts and an envelope with matching heart cutouts.
- Describe one heart to the children, and have them point to it on their papers. (*Point to the heart on your paper that has stripes on the top and stars on the bottom.*) Then have them search in their envelopes to find the heart that matches and cover the first heart with it. Repeat activity until all hearts have been covered.



MASK STORY—THE VALENTINE CARDS

- Objectives:** To act out an oral story using masks
To listen attentively to the story as it is acted out
- Materials:** masks on the following pages; tongue depressors
- Time Required:** 20 minutes
- Procedure:** Reproduce masks, color them according to descriptions in the story, and cut them out. Tape the masks to tongue depressors to hold them up.
- Assign parts in the following story, and distribute masks to the characters. As you read the story aloud, have children act it out. The rest of the children can be the audience.

The Valentine Cards

One day the Valentine cards were sitting on the shelf at the store as they do every February. They sat there all day. They sat there all night.

Finally the Valentine card with a big red heart on it whispered to the other cards, "I don't like sitting in a store day and night. I want somebody to love me." (**Valentine with red heart: "I don't like sitting in a store day and night. I want somebody to love me."**)

The other Valentine cards thought that the Valentine with the big red heart was right. They nodded their heads "yes" to show that they agreed. (**Valentines nod "yes."**) Then the card with two blue hearts on it said, "Yes, let's go. Maybe we'll find somebody out there to love us." (**Valentine with blue hearts: "Yes, let's go. Maybe we'll find somebody out there to love us."**) The card with the yellow heart and arrow added, "Yes, that's what Valentine's Day is all about—love." (**Valentine with yellow heart: "Yes, that's what Valentine's Day is all about—love."**)

So the cards sneaked down off the shelves and tiptoed out of the store. When they were out of the store, they looked all around, hoping to find someone to love them. They looked high. They looked low. They looked under things. They looked in back of things. They looked in the audience. There in the audience was a beautiful girl with curly blonde hair. She jumped up and said, "I will love you. You are all so beautiful." (**Girl: "I will love you. You are all so beautiful."**) The Valentine cards said, "Thank you, Little Girl." (**Valentines: "Thank you, Little Girl."**) She gave them each a hug, and they all walked home with the little girl and lived happily ever after!

THE END

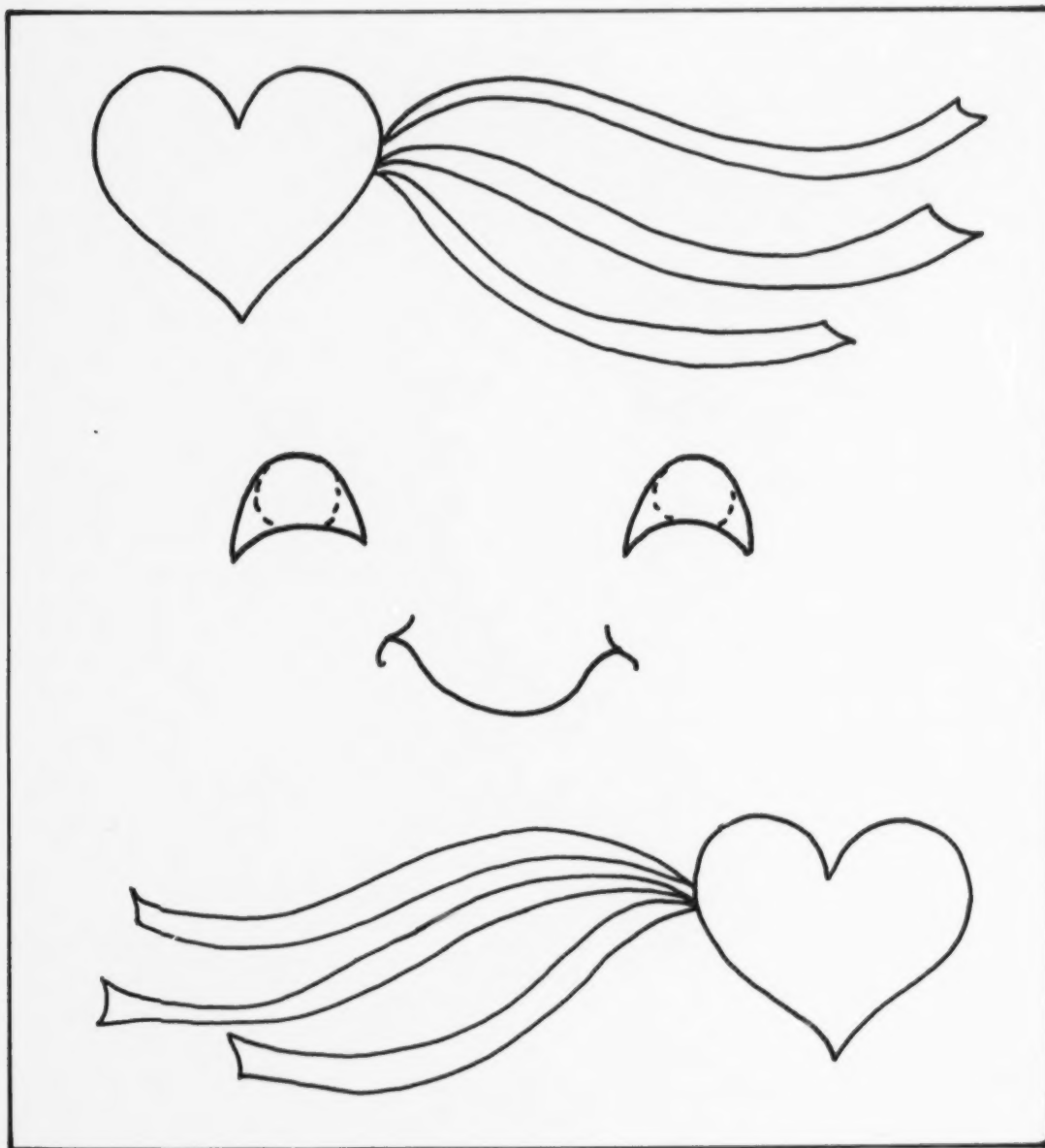
Repeat the story as time permits, giving parts to different children.



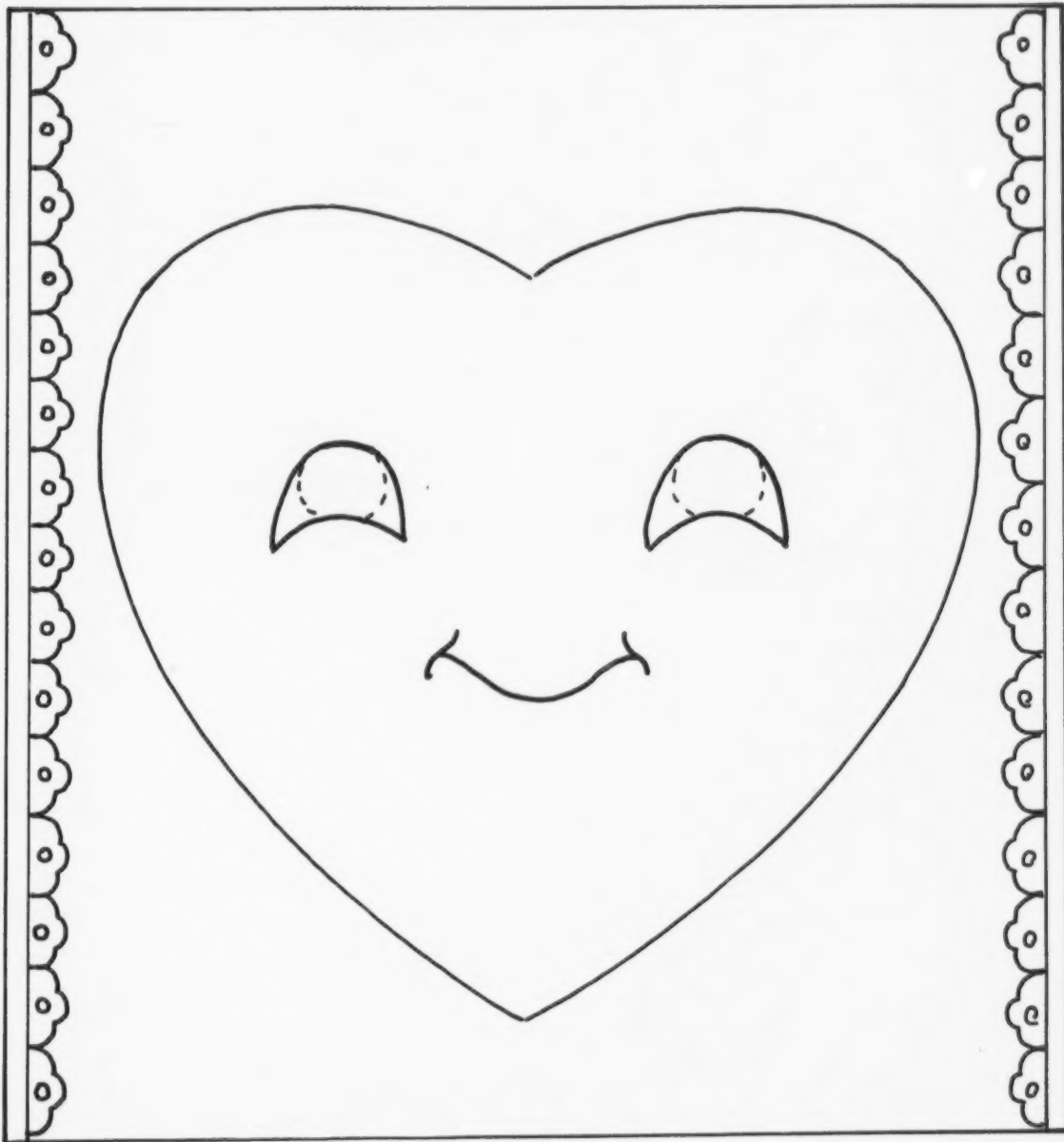








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ST. PATRICK'S DAY DIRECTIONS

- Objectives:** To follow oral directions about pictures
To learn concepts such as *in back of*, *next to*, *upside-down*, *on top of*
To develop vocabulary about St. Patrick's Day
- Materials:** paper cutouts on the following page (one set for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color (optional), and cut out shapes.
Give a set of shapes to each child. Tell them to use their shapes to follow your directions. After following each direction, children should lay the paper dolls in front of them, showing they are ready for the next direction.

Possible directions

1. Touch your nose with your three-leaf clover.
2. Put your four-leaf clover in back of you.
3. Make the leprechaun dance.
4. Pretend to comb your hair with the four-leaf clover.
5. Make the leprechaun walk around the three-leaf clover.
6. Hide the leprechaun's face with the four-leaf clover.
7. Turn the three-leaf clover and four-leaf clover upside-down.
8. Put one of your hands on the floor, and put the four-leaf clover next to it.
9. Put the three-leaf clover on your head and turn the leprechaun upside-down.
10. Make the leprechaun pretend to kiss your cheek and then pat your head.
11. Put the four-leaf clover in one hand and the leprechaun in your other hand.
12. Whisper your name to the leprechaun.
13. Put the four-leaf clover on top of the three-leaf clover.
14. Turn the leprechaun upside-down on your head.
15. Touch the leprechaun's nose and then your own nose.

Allow children to take turns "playing teacher," giving directions to the rest of the class.

Cutouts—Leprechaun, Three-Leaf Clover, Four-Leaf Clover

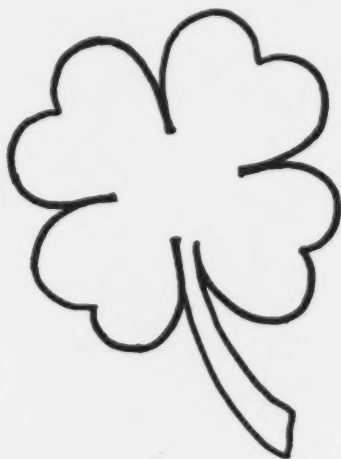


GREEN THINGS

- Objectives:** To learn the color *green*
To listen to a list of objects and discriminate things that are green from things that are not
- Materials:** shamrock cutout below (one for each child); green construction paper
- Time Required:** 20 minutes
- Procedure:** Transfer the shamrock shape onto green construction paper. Cut out shamrocks.
- Give a shamrock to each child. Tell children to form a circle and walk around the classroom. As they are doing so, read the list of words below. Whenever you name something green, each child finds something green in the room and touches it with the shamrock. Then they resume walking in a circle. If you name something that is not green, they simply continue walking.

Green/Not Green List

rock	banana	wreath	heart
pickle	lime	butter	cloud
snow	chocolate	relish	macaroni
blood	leaves	toast	broccoli
grass	green beans	olives	hot dog
hamburger	rice	lettuce	frog
ketchup	sky	mayonnaise	dog
peas	water	cake	shark
shamrock	slide	cucumbers	pillow
rain	Christmas tree	teeth	lima beans
skin	phone	green pepper	peach
			cheese



LEPRECHAUN TOUR

- Objectives:** To follow oral directions
To role-play being caretaker for a leprechaun
To orally describe objects
- Materials:** leprechaun cutout on the following page (one for each child);
green construction paper
- Time Required:** 20 minutes
- Procedure:** Transfer the leprechaun shape onto green construction paper.
Cut out the shapes.
- Give a leprechaun to each child, and tell them to do the following:
1. Show the leprechaun anything green on your clothes.
 2. Say the names of green things to the leprechaun to make him happy.
 3. Pretend to give the leprechaun something green to drink.
What is he drinking?
 4. Pretend to give the leprechaun something green to eat.
What is he eating?
 5. Give the leprechaun a tour of the room, telling him about all the green things.



Leprechaun

EGG RELAY

- Objectives:** To follow oral directions
To learn colors
To develop auditory memory skills
- Materials:** colored plastic eggs
- Time Required:** 20 minutes
- Procedure:** Collect eggs in as many basic colors as possible.

Seat children in a circle. Place the plastic eggs in the middle of the circle. Give a direction. (*Pat the purple egg and pass it on.*) Select one child to get the purple egg, return to the circle, and start the relay. That child pats the purple egg and passes it on to the next child, who pats it and passes it to the next, etc. When the egg has gone all around the circle, continue with directions such as those below. Select a different child to start the relay for each new direction.

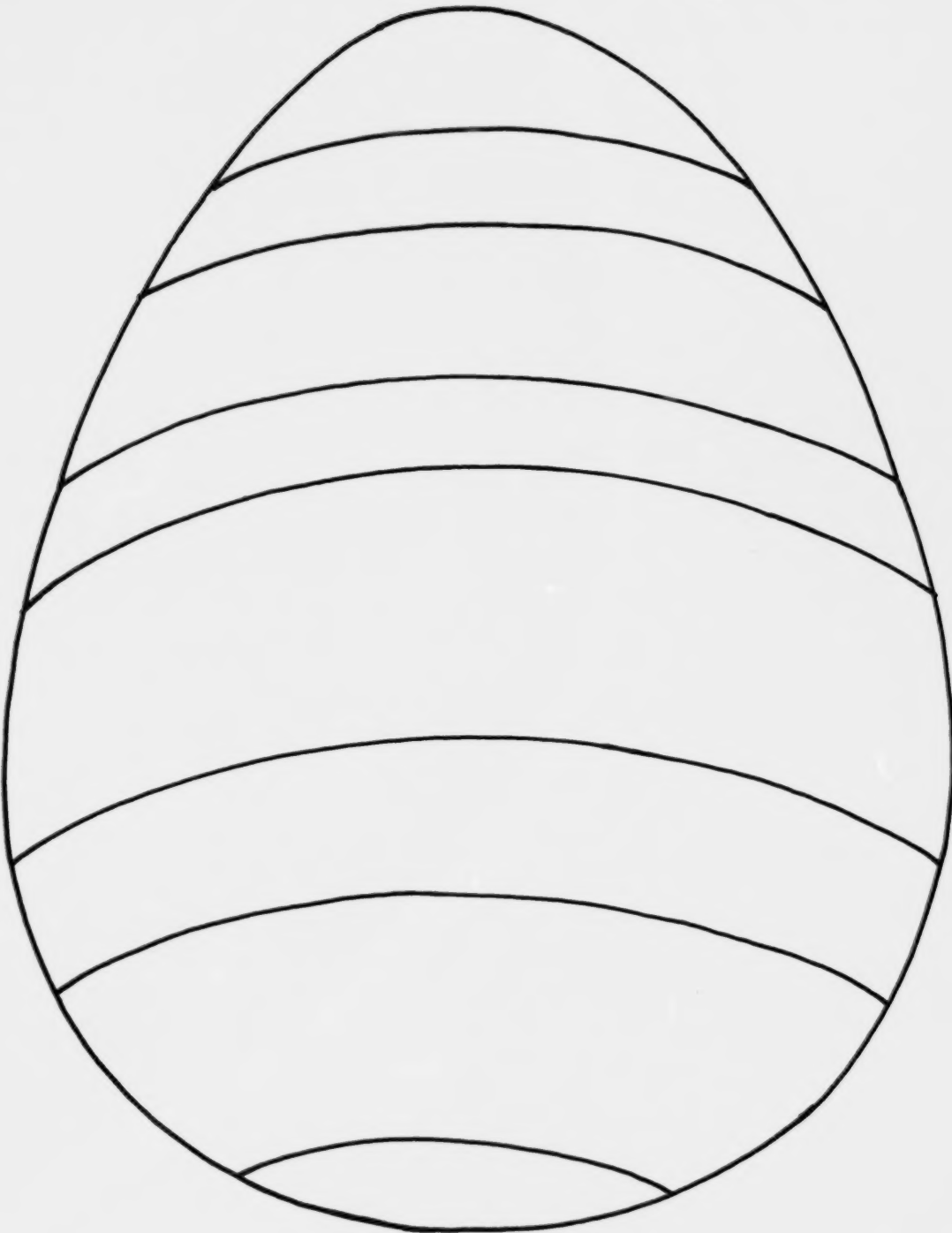
Possible directions

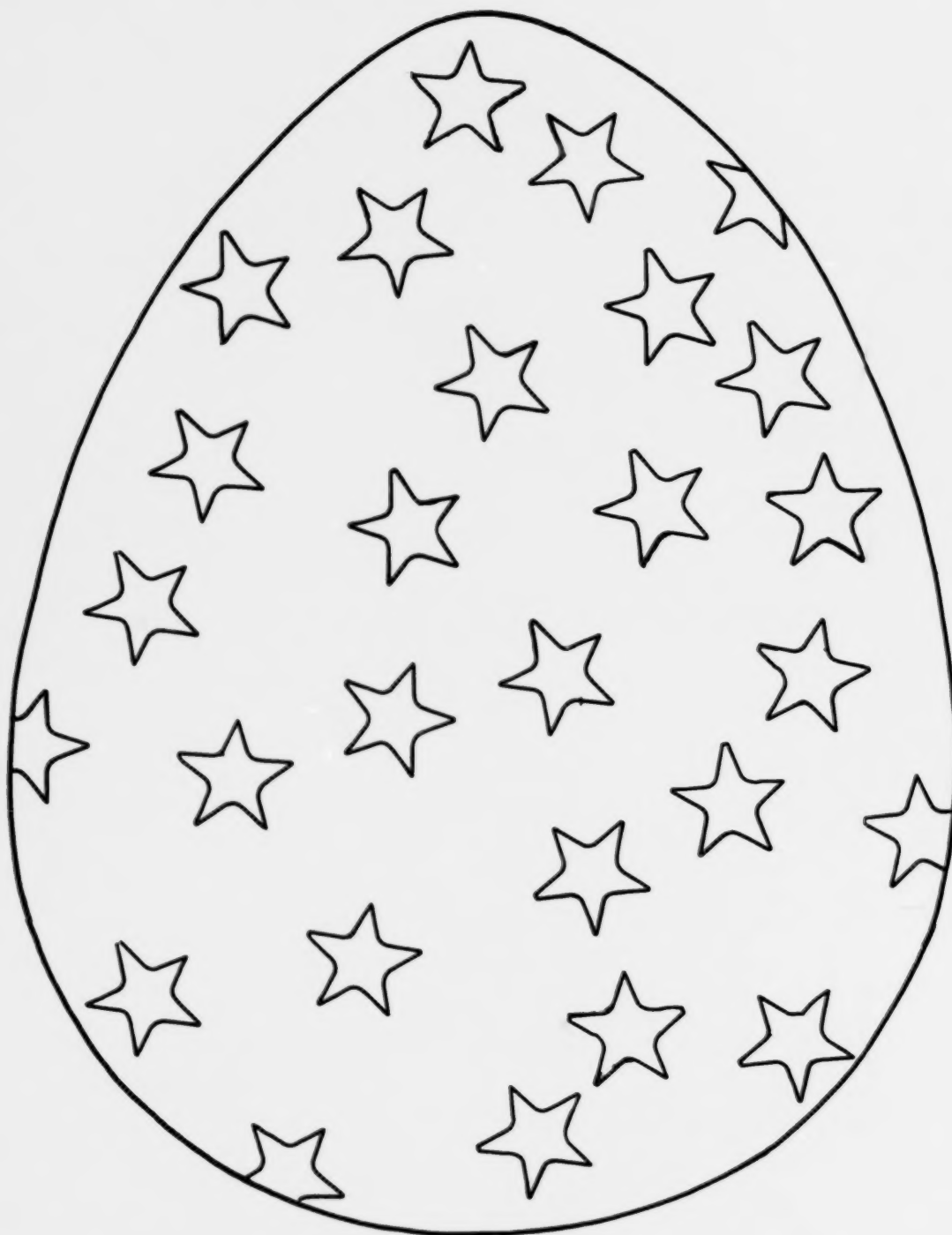
1. Tickle the blue egg two times, and pass it on.
2. Open up the orange egg, put it back together, and pass it on.
3. Put the blue egg in one hand and the green egg in the other hand, and pass them on.
4. Put the blue egg on your head, then on your shoe, and pass it on.
5. Hold the purple egg using both of your thumbs and pass it on.
6. Whisper your name to the green egg, pretend to tickle it, then pass it on.
7. Take the orange egg apart, put it back together, do the same thing again, then pass it on.
8. Take the purple egg apart. Put one half of the egg on one of your thumbs and the other half on your other thumb. Put the egg back together again. Then pass it on.

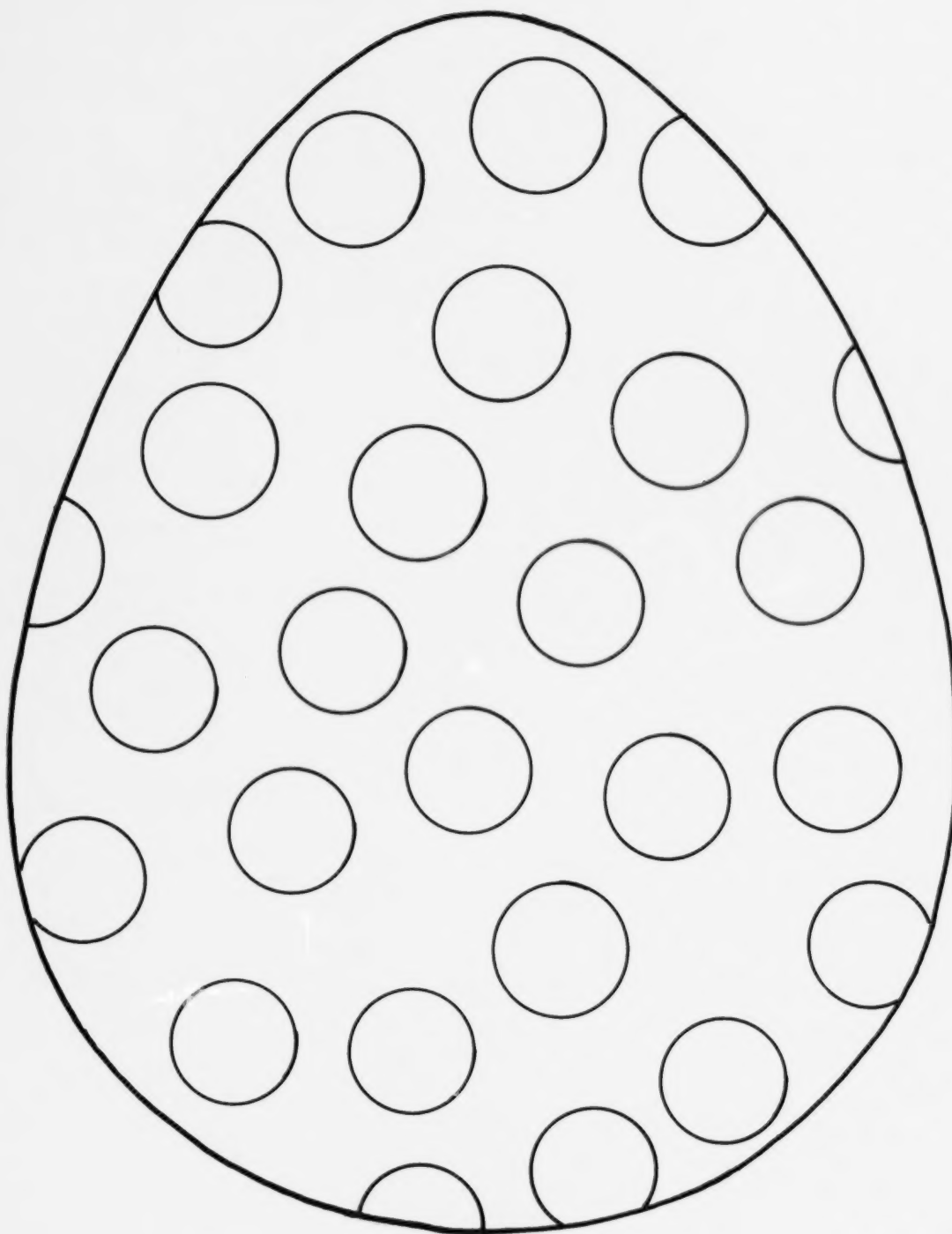
Allow children to take turns "playing teacher," giving directions to the rest of the class.

EGG SWITCH

- Objectives:** To follow oral directions
To learn colors
- Materials:** pictures of eggs on the following pages (one for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce and color the egg pictures. Make each egg unique. For example, color blue stripes on one egg, yellow stripes on another egg, blue stars on another egg, red stars on another egg, yellow dots on one egg, green dots on another egg, etc. Each child should have a different egg.
- Have children stand in a circle, holding their egg pictures in front of their chests for everyone to see. Give them a direction. (*The person holding the egg with the green stripes should trade eggs with the person whose egg has red dots.*) The children must listen carefully to follow your directions. Continue giving directions for trading eggs.
- Allow children to take turns "playing teacher," giving directions to the rest of the class.







BUNNY TAILS

- Objectives:** To follow oral directions
To develop auditory memory skills
- Materials:** bunny-tail cutouts on following page (one for each child)
- Time Required:** 20 minutes
- Procedure:** Reproduce, color, and cut out bunny tails. Color several tails red, several blue, several green, yellow, etc.
- Use masking tape to attach a tail to the backside of each child. Tell children that they are going to pretend to be bunnies, and they must remember what color tail they are wearing. Have children form a circle and follow directions.

Possible directions

1. Bunnies with red tails, hop to the middle of the circle and back.
 2. Bunnies with blue tails, hop over and touch something hard. Then hop back to your place.
 3. Bunnies with yellow tails, twitch your noses.
 4. Bunnies with green tails, hop over to a door and back.
 5. Bunnies with blue tails and bunnies with yellow tails, hop over and look out a window. Then hop back to your place.
 6. Bunnies with red tails and green tails, hop in a circle all around the other bunnies.
 7. Bunnies with yellow tails, hop over to shake hands with the teacher.
 8. Bunnies with red tails, twitch your noses, and then touch your toes.
 9. Bunnies with green tails, take a little hop, then a big hop.
- Allow children to take turns "playing teacher," giving directions to the rest of the class.



bunny tail

HOME ACTIVITIES

This section contains one listening and speaking activity to send home with children each week during the school year. The home activities correspond with the themes of the school activities (*Self and Senses; Family, Home, and Friends*).

To use the materials, make the necessary copies of each activity, and send one home with each preschooler. You can introduce the program to parents with the letter on page 310. At the end of the year, you can ask parents to evaluate the program using the form on page 362.

These home activities have been fieldtested by numerous parents who responded favorably with comments such as:

"Gave me new ideas for things to do with my child at home."

"All the activities could easily be done with everything we have in our own home. They also didn't require a lot of time for preparation."

"They were fun for *both* parent and child."

"I knew it was quality time I was spending with my child, plus it was enjoyable."

"These home activities give my child a sense of importance—he likes having homework to do with the rest of the family."

INTRODUCTORY LETTER TO PARENTS

Dear Parent:

Your child will be involved this year in a new program, Classroom Listening and Speaking (CLAS). Each week your child will do three listening and speaking activities in the classroom. In addition, your child will bring home one listening and speaking activity to do with you. These activities will be based on the unit theme, such as "Food" or "Animals." By working together we can help your child to become a better listener and speaker. Thanks!

Sincerely,

Teacher's signature

Week 1: SELF AND SENSES

Dear Parent:

Here's your first listening and speaking activity to do with your child. It's part of the *Self and Senses* unit, in which your child will be learning vocabulary about body parts, emotions, and senses. Your child will also be learning to follow directions while doing art, music, and story activities about self and senses. This unit will last four weeks. Thanks for your help!

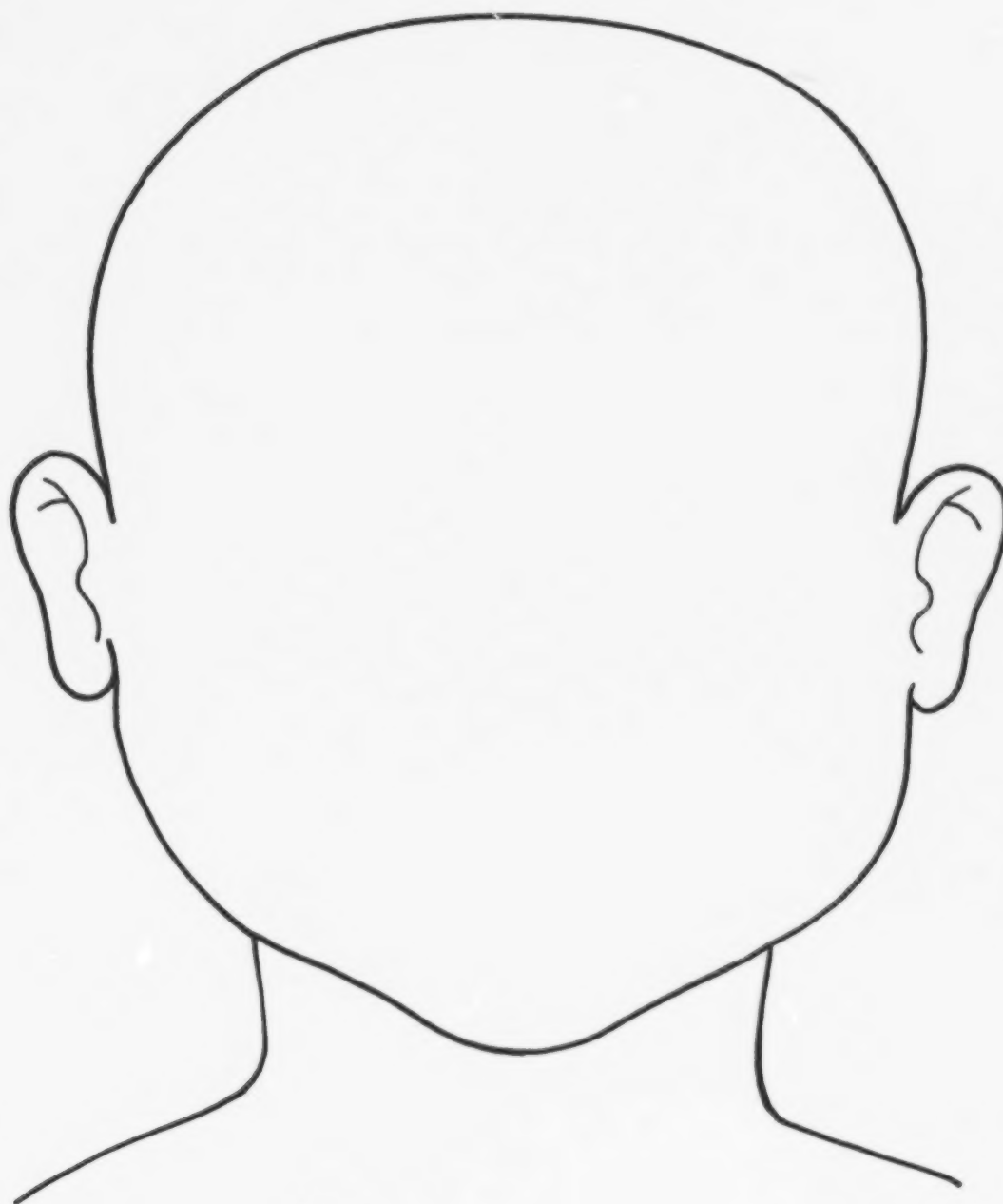
The "Me Puzzle"

You will need crayons and scissors for this activity.

Tell your child to draw these features on the attached head outline.

1. Draw eyes that look like your child's eyes.
2. Draw a nose.
3. Draw a mouth.
4. Draw hair that looks like your child's hair.

Allow your child to look in the mirror to check eye color and hair color. You also may help your child understand that a nose goes under the eyes, mouth under the nose, etc. But don't be too fussy, or you'll discourage your child from trying. After the face is drawn in, tell your child that you are going to cut the picture into pieces so your child will have a "me puzzle." Cut the puzzle into three or four large pieces (more pieces will be too confusing for your child). Then your child can put the puzzle back together—and can do it over and over again. If you wish, save the puzzle to make again on another day.



Week 2: SELF AND SENSES

Dear Parent:

Here's a listening and speaking activity to do at home with your child this week. It's part of the *Self and Senses* unit. Thanks for helping your child become a better listener and speaker!

Full-Length Mirror

You will need a full-length mirror for this activity.

You've probably noticed that your child loves to look in the mirror and often acts silly when doing so. That's because your child is still learning about how to move, how to make faces, etc. Children are in awe of themselves.

Regular access to a mirror is important in developing a child's sense of self. Perhaps you could attach one to the back of your child's bedroom door or some other accessible place.

For this activity, have your child watch in the full-length mirror while doing the following:

1. opening mouth
2. closing mouth
3. looking happy
4. pretending to cry
5. turning frontward
6. turning sideways
7. turning backward and looking over shoulder into mirror
8. standing tall
9. hunching down
10. being held upside-down by you
11. wearing a hat that fits
12. wearing a hat that is too big

In addition to being fun, these simple directions will help develop your child's self-concept.

Week 3: SELF AND SENSES

Dear Parent:

Here's another listening and speaking activity to do with your child. It's part of the *Self and Senses* unit. Thanks for your commitment to this program.

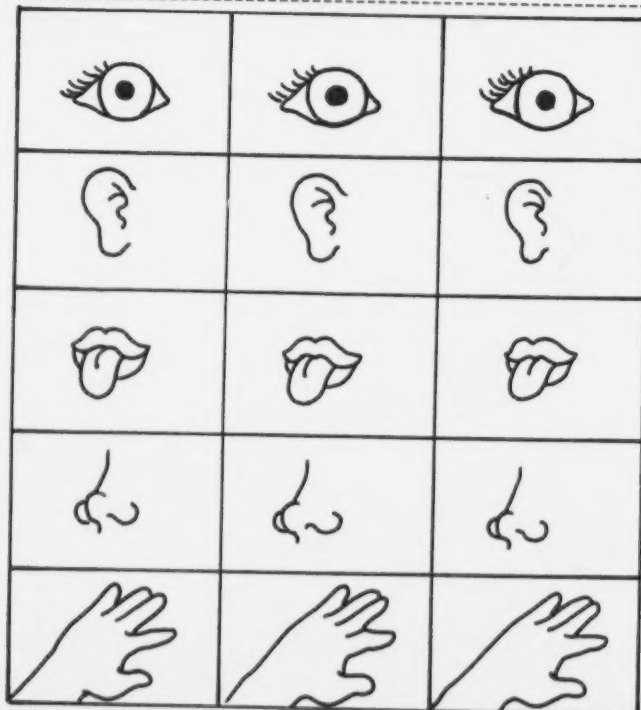
Sense Hunt

For this activity, you will need to cut out the sense pictures below, and you will need tape.

Talk with your child about the five senses and what they do. Ask your child the following questions:

- What does your nose do? (smell)
- What does your tongue do? (taste)
- What do your eyes do? (see)
- What do your hands do? (touch)
- What do your ears do? (hear)

Then go on a sense hunt with your child. Look for three things in your house that can be smelled (soap, perfume, flower), and tape a picture of the nose to each. Find three things that you can taste (apple, cheese, bread), and tape a picture of the tongue to each. Find three things that can be seen (couch, hat, table), and tape a picture of the eye to each. Find three things that can be touched (pan, pillow, brush), and tape a picture of the hand to each. Finally, find three things that can be heard (TV, radio, telephone), and tape a picture of the ear to each. As your child places each picture, show how each sense works—let your child smell the perfume, taste the apple, look at the hat (and then cover eyes so it can't be seen), touch the brush, and listen to the radio.



Week 4: SELF AND SENSES

Dear Parent:

Here's a listening and speaking activity to do at home with your child this week. It's the final one in the *Self and Senses* unit. Thanks for your help!

Homemade Twister

For this activity, you will need six different washcloths (or potholders, shirts, shorts, pillow cases, throw pillows—anything that has a design or pattern that you can describe.) Line them up in front of your child, as shown below.



Then give your child directions such as the following:

- Put one elbow on the blue washcloth.
- Put one heel on the potholder with the rabbit.
- Put your chin on the orange washcloth.
- Put your knees on the striped potholder.

After following each direction, your child returns to the starting place and listens for the next direction. Encourage your child to learn new vocabulary about body parts (knuckles, palm, sole, hip, forehead, skull). But give your child only a few new words, or it will become confusing.

After you've finished, let your child give *you* directions.

Week 1: FAMILY, HOME, AND FRIENDS

Dear Parent:

Here's another listening and speaking activity to do with your child. It's the first in the unit called *Family, Home, and Friends*. During this unit, your child will become more aware of the roles of your family members, learn the location of objects and rooms within a house, and learn rules for having and being a friend. In addition, your child will be generating sentences, following directions, identifying sounds on a tape, and acting out stories. This unit will last four weeks. Thanks for your help!

Looking at Photos

You'll need 10 to 15 family photographs for this activity.

Turn the photographs upside-down on a table. Take turns with your child turning over photos. Whoever turns over the photo tells about the picture. (*This is a picture of when we went to the beach. Bobby is making a sand castle.*) If your child has a difficult time telling about pictures, help by asking questions. (*Who is in the picture? What were we doing?*) Continue taking turns until all photos have been turned over. You might repeat the activity again on a different day with different photographs. However, if your child has difficulty telling about pictures, you should repeat the activity again with the *same* photos. Your child will remember some of the stories that you told and try to repeat them.

Week 2: FAMILY, HOME, AND FRIENDS

Dear Parent:

Here's another listening and speaking activity for you to do at home with your child. It's part of the *Family, Home, and Friends* unit. Thanks!

Dictate a Letter

You will need stationery, envelope, stamp and pen for this activity.

Discuss with your child who is in your immediate family. Explain that you and your child have other relatives who do not live with you. Give examples (*Uncle Dick, Cousin Fred, Grammy Ambrose*). Talk about how important this extended family is also.

Have your child select one relative who does not live with you and dictate a letter to that relative. Write exactly what your child says. Your child might like to draw a picture on the letter. Show your child how to mail a letter. Then wait. (If the relative doesn't write back to your child soon, make a friendly phone call and suggest that the person do so.) When the letter arrives in the mail, read it aloud to your child.

Week 3: FAMILY, HOME, AND FRIENDS

Dear Parent:

We are continuing with the listening and speaking activities about *Family, Home, and Friends*. This week's activity focuses on the rooms in your home. Thanks for doing it!

Room Stand

Give your child the following directions. Encourage your child to listen carefully and do the directions as fast as possible without getting "tricked."

1. Stand in the room where you usually eat.
2. Stand in the room where you sleep.
3. Stand in the room where you usually play.
4. Stand in the room where you take a bath.
5. Stand in the room where we do the laundry.
6. Stand in the room where you keep your clothes.
7. Stand in the room where we cook.
8. Stand in the room where you brush your teeth.
9. Stand in the room where you usually read your books.
10. Stand in the room where I sleep.
11. Stand in the room that has a place to keep foods cold.
12. Stand in the room with the most pillows.
13. Stand in the room where you usually listen to music.
14. Stand in the room where we keep the silverware.
15. Stand in the room where you can talk on the phone.
16. Stand in the room with the most windows.
17. Stand in the room where you watch cartoons.
18. Stand in the room that has an alarm clock.
19. Stand in the room that has no plants.
20. Stand in the room that has a medicine cabinet.

If you wish, add directions that tell about special rooms in your house (family room, office, nursery). If your child follows these directions well, explain that you are going to make it trickier by giving two directions at a time. (*First stand in the room with the bathtub, then in the room with the toys.*) Then give your child a chance to give you directions.

Week 4: FAMILY, HOME, AND FRIENDS

Dear Parent:

Here's the last activity in the *Family, Home, and Friends* unit. This listening and speaking activity concentrates on friendship.

Stuffed Friend

For this activity, you will need newspaper and a stapler or tape.

Tell your child that you are both going to make a special friend for the week. Have your child color and cut out the two figures on the attached sheets. Give help as needed. Then crumple some newspaper to put between the sheets. Finally, staple or tape the sheets along the edges to keep the newspaper stuffing inside. Now your child has a new stuffed friend.

Ask your child questions about the new friend:

What's your friend's name going to be?

What do you think your friend likes to eat?

What do you think your friend likes to do for fun?

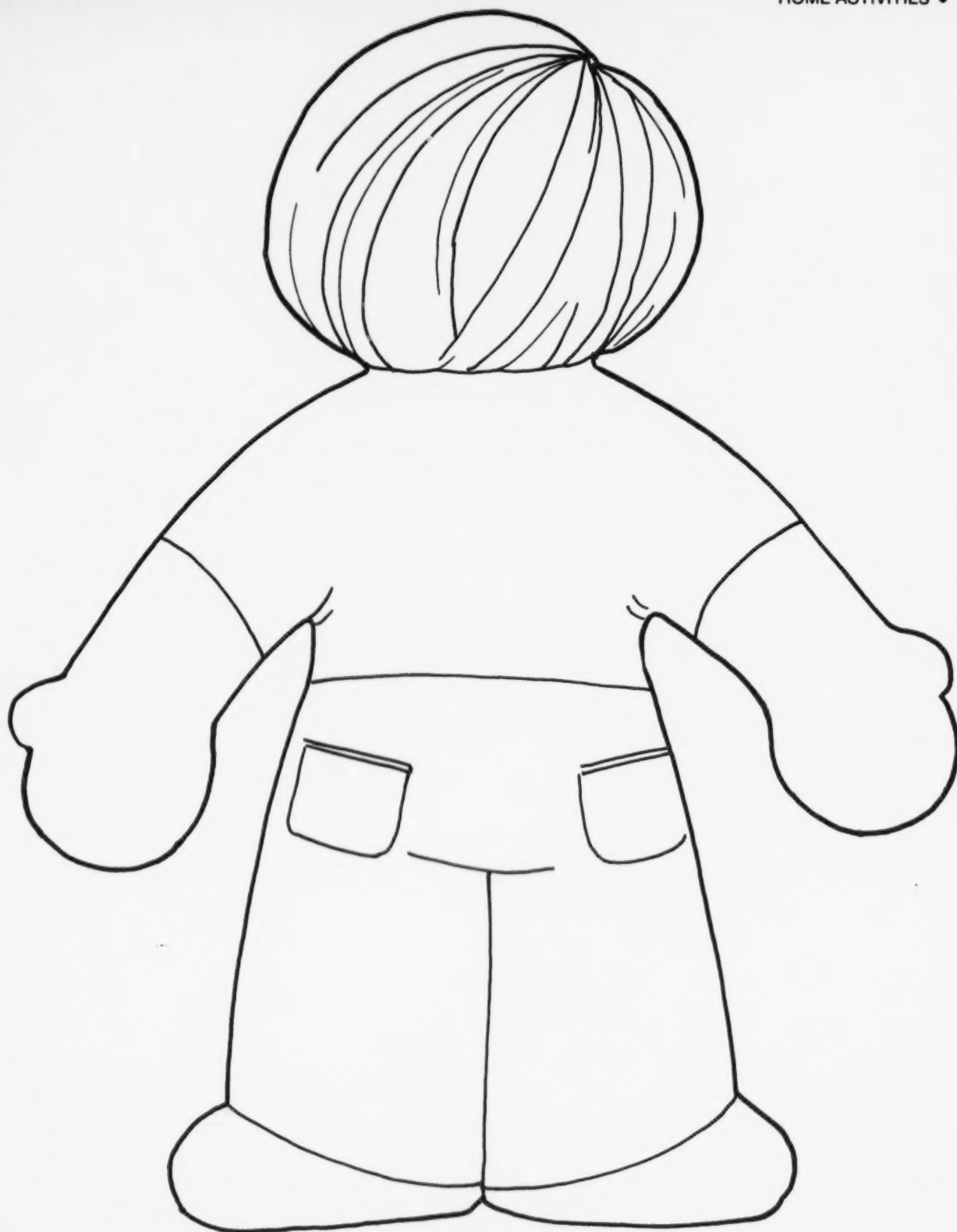
Where would your friend like to sleep?

Encourage your child to keep the special friend for a week. Throughout the week, call attention to your child's friendship qualities. (*Boy, I like the way you're gentle with X, that shows you're a good friend. I bet that X likes it when you tuck him into his bed. Good friends share; I like the way you're sharing your crackers with X.*)



Stuffed Friend (front)

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Stuffed Friend (back)

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HALLOWEEN

Dear Parent:

This week we are doing special listening and speaking activities for Halloween. Please try this one with your child. Thanks!

Talking Costumes

For this activity, you will need a towel and other household objects such as those listed at the bottom of the page.

Tell your child that you can buy costumes for Halloween, but sometimes it's more fun just to use what you have on hand. Give your child an example. Hold a towel up in front of you and pretend you are the towel talking. For example, "Hi, I'm a towel. I promise to make you dry after your bath. Touch me. I'm soft and fluffy."

Then take turns with your child using common household objects as costumes and making them talk. For example, your child might put on a paper bag. If your child has a hard time talking for the bag, ask questions to start the dialogue. (*What do people carry in you? What does it feel like when people rip you? Where do you stay in this house?*)

Other household objects that you might use for costumes are:

- trash can
- pillow
- chair (hide behind it)
- broom
- clothes basket
- hanger
- newspaper
- paper towels
- nightgown
- frying pan

Week 1: SCHOOL AND COMMUNITY

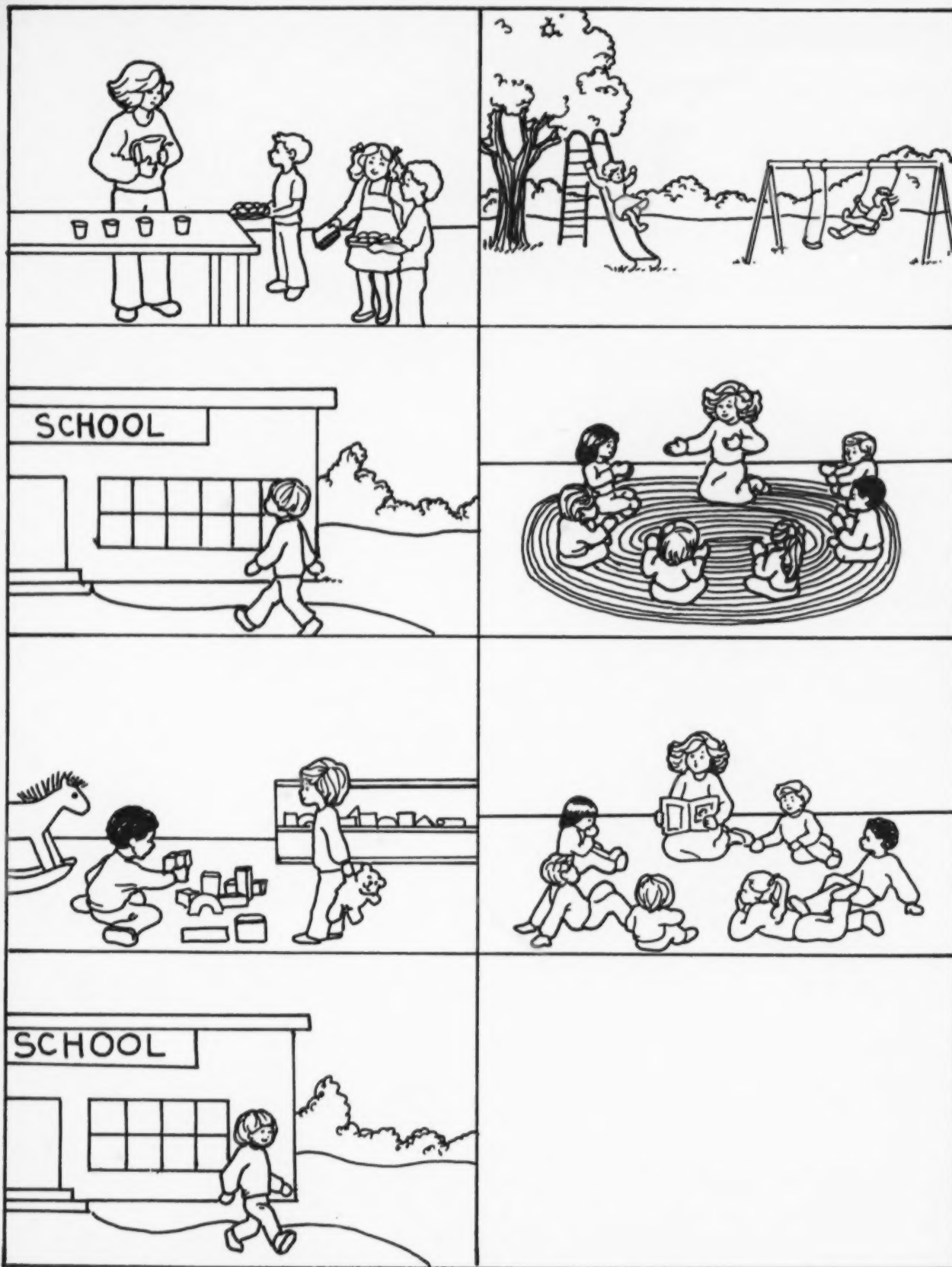
Dear Parent:

This week we begin a new unit, *School and Community*, in our listening and speaking program. During the next three weeks, your child will be learning about the school, police department, fire department, hospital, and a variety of stores in the community. Your help with the home activity below is greatly appreciated. Thanks!

Talk about School

You will need scissors for this activity.

Have your child cut out the school pictures on the next page. Discuss what each one means. Then have your child put them in the correct order and tell about the school day.



Week 2: SCHOOL AND COMMUNITY

Dear Parent:

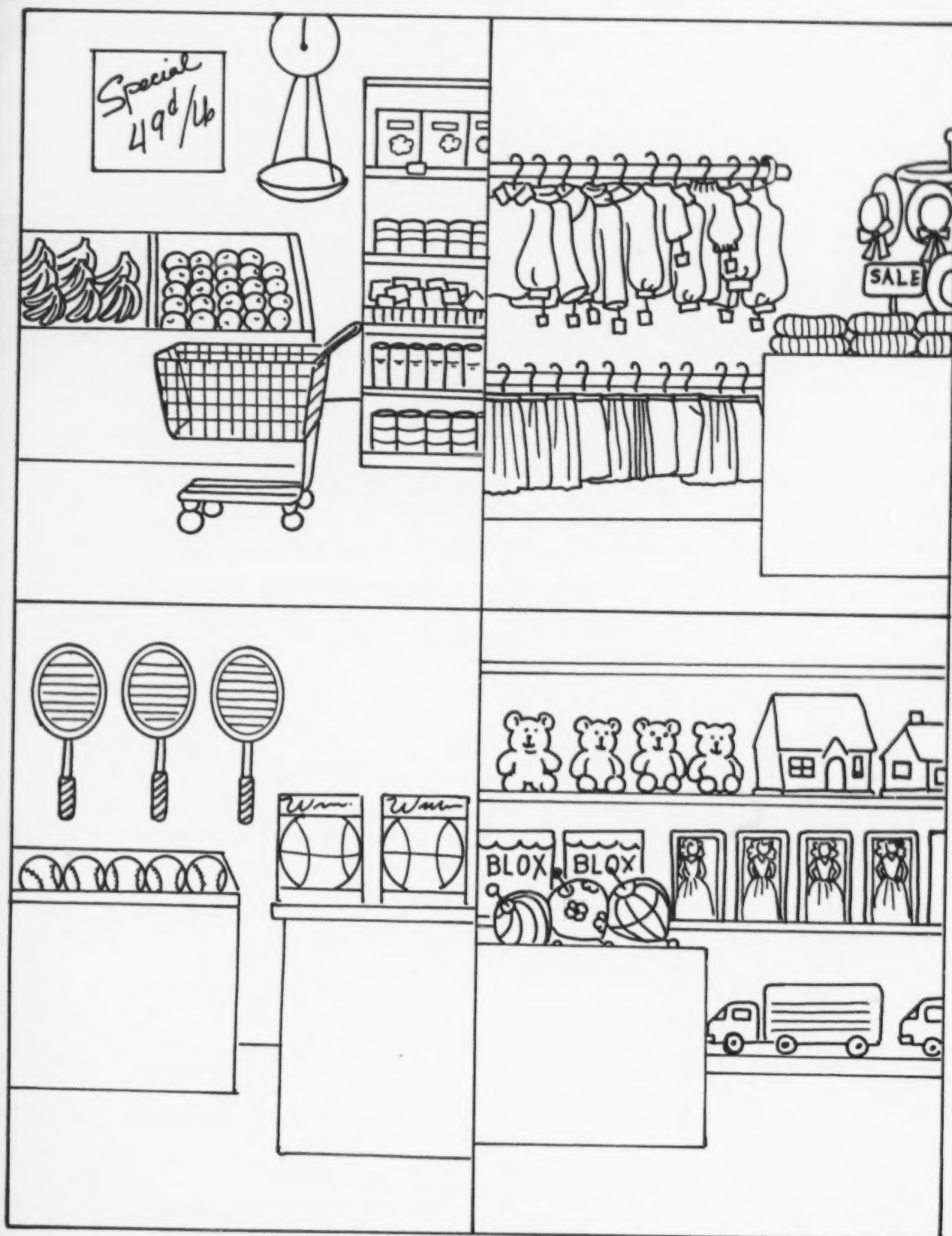
This week we continue with our *School and Community* unit. We've been talking at school about stores. You can help your child learn more about stores by doing the following activity. Thanks!

Store Sort

For this activity, you will need old magazines, scissors, and glue or tape.

Show your child the chart on the next page. Talk about what each type of store is like and what it sells. Remind your child about any of these stores that you have visited together. (*Remember Doug's Shop & Save where we buy our groceries every week?*)

Then have your child cut out pictures from magazines and glue them on the chart in the appropriate place (apples on the grocery store, doll on the toy store).



Week 3: SCHOOL AND COMMUNITY

Dear Parent:

This is our last week for the *School and Community* unit. The following listening and speaking activity will help your child learn how to communicate with various community members. Thanks for your help at home.

Paper-doll Play

You will need scissors for this activity.

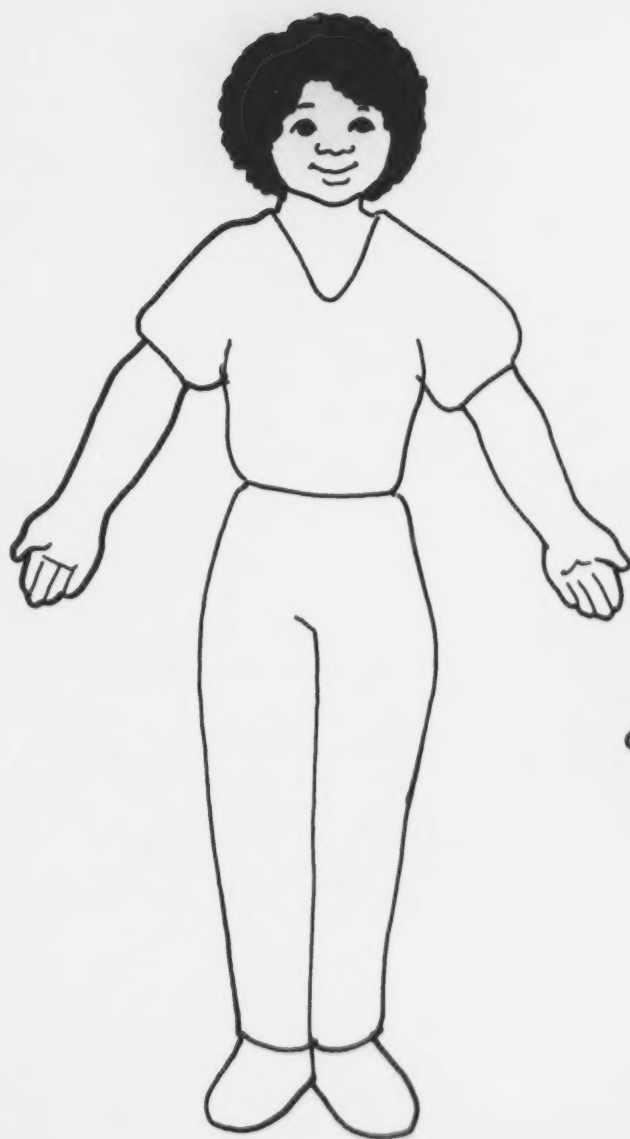
Cut out the paper dolls on the following pages. Then you and your child should talk for the dolls in the following situations:

Your child is going for a checkup at the doctor's office.

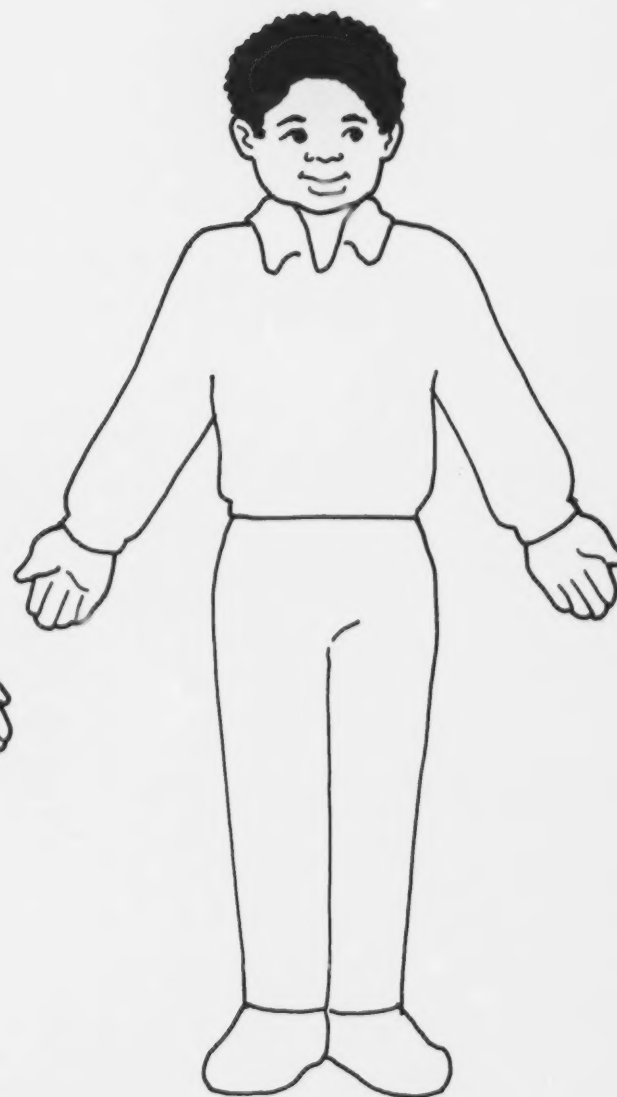
Your child is lost and sees a policeman.

Your child discovers a fire at your house.

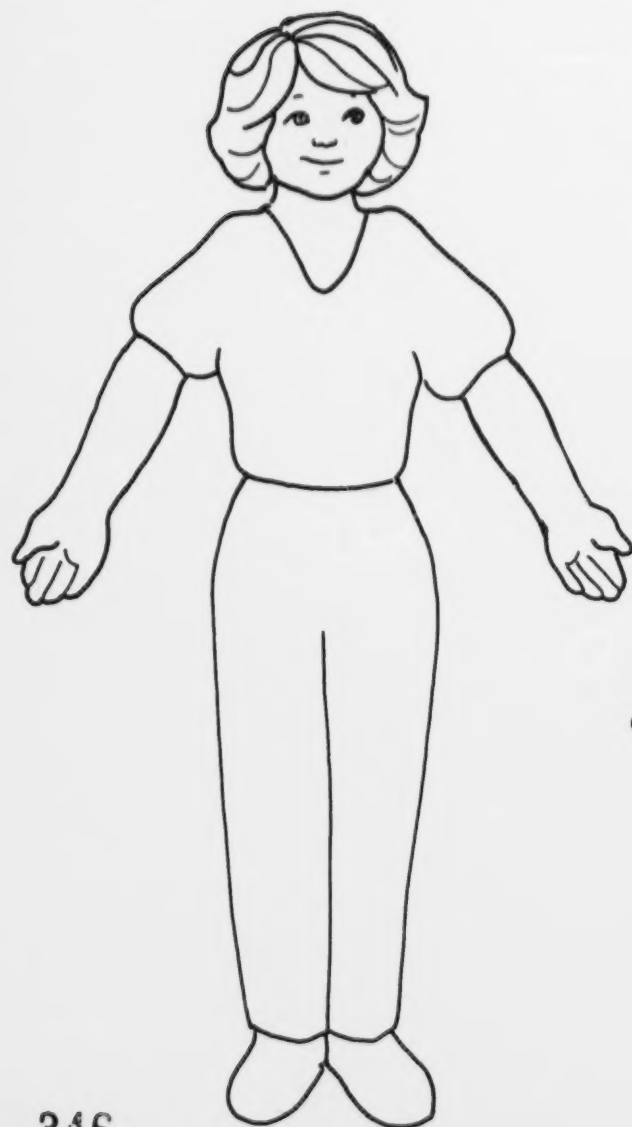
If your child "gets stuck" in any of these situations and doesn't know what to say or do, prompt as needed. You might also talk for the child paper doll, providing a model for your child. Then redo the same situation with your child talking for the child paper doll.



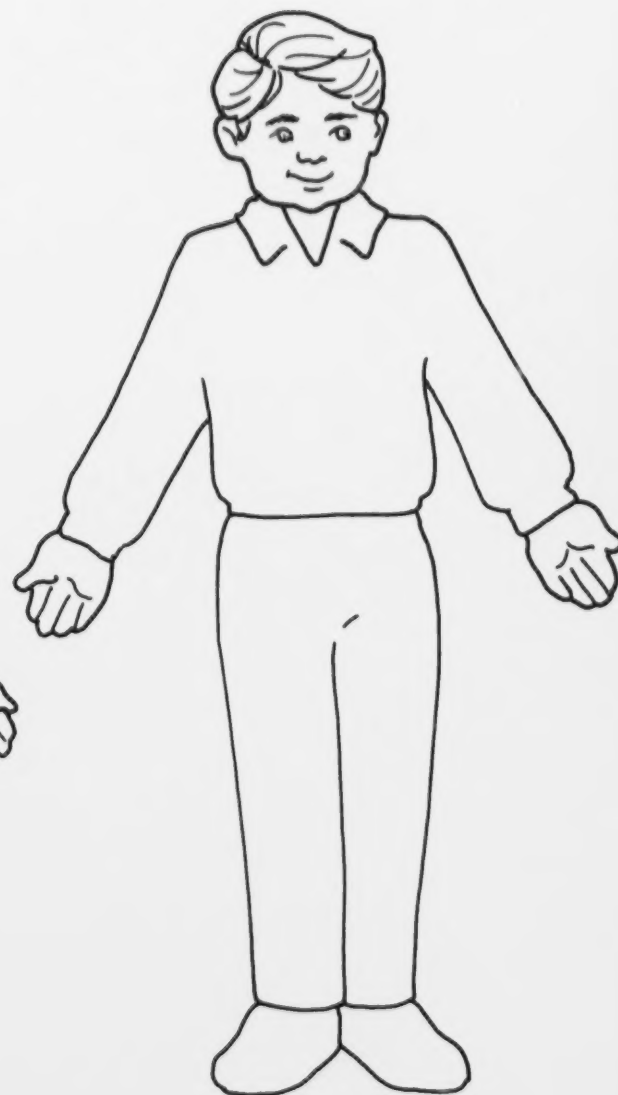
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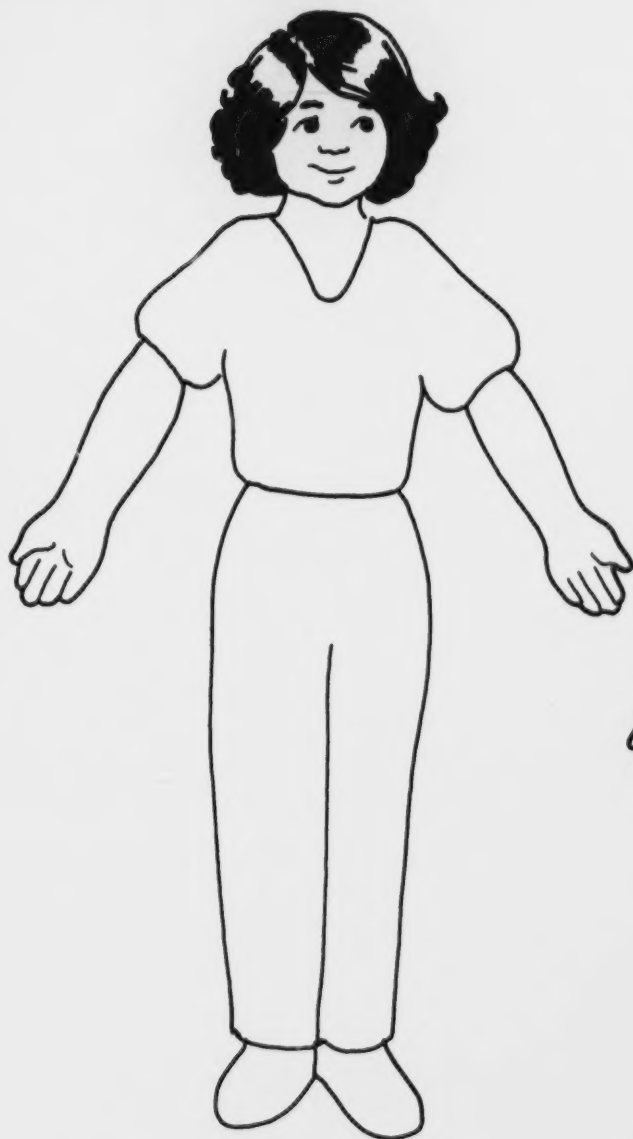
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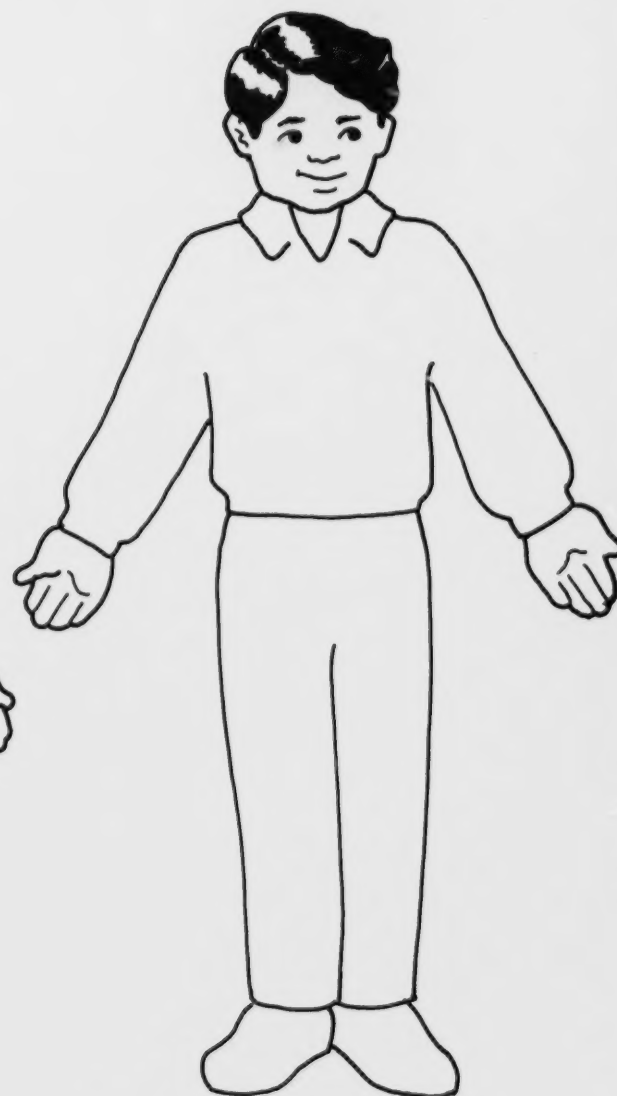
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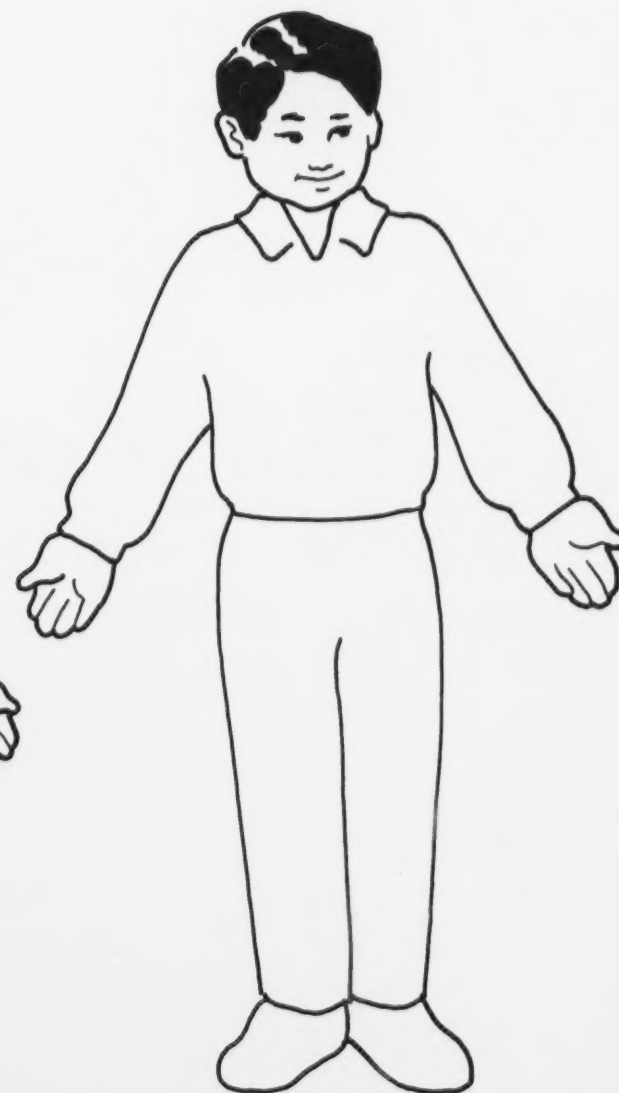
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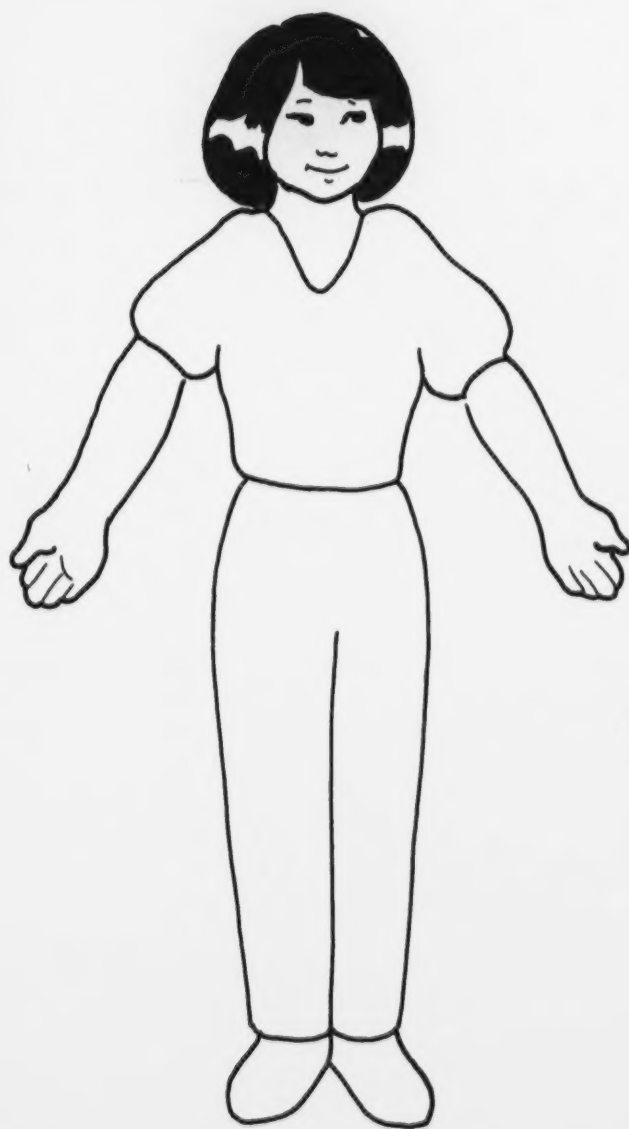
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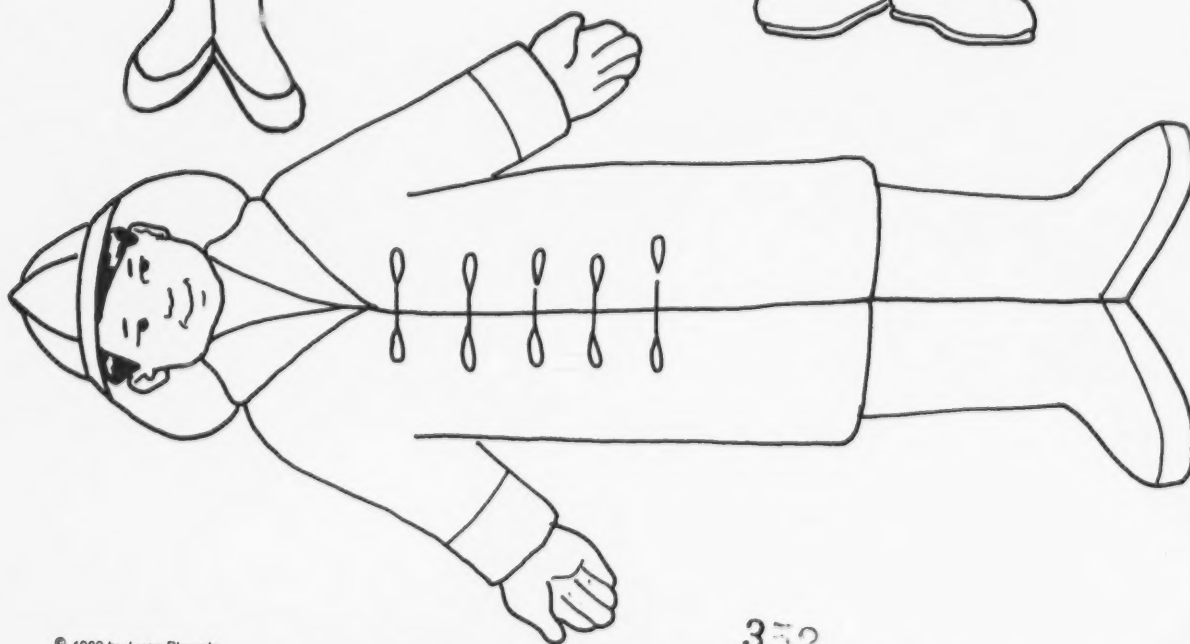
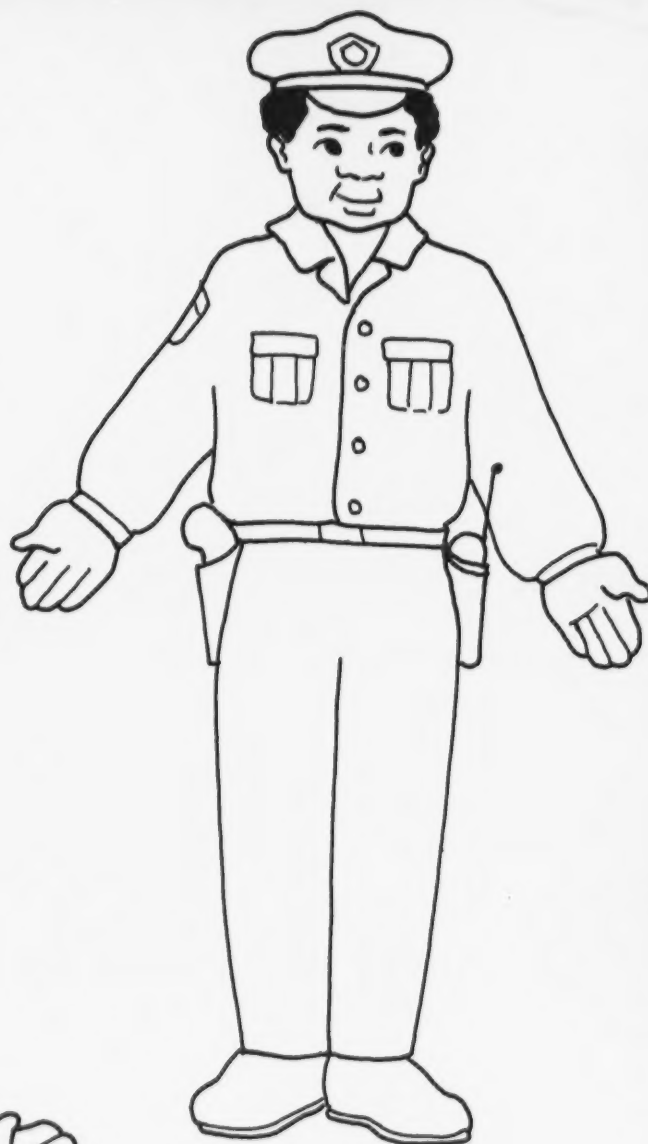
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THANKSGIVING

Dear Parent:

For this week's listening and speaking activities, we'll be talking about traditional Thanksgiving foods. Please do the activity below with your child. Thanks!

Thanksgiving Dinner

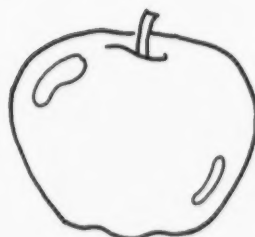
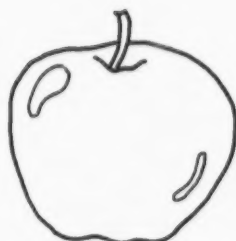
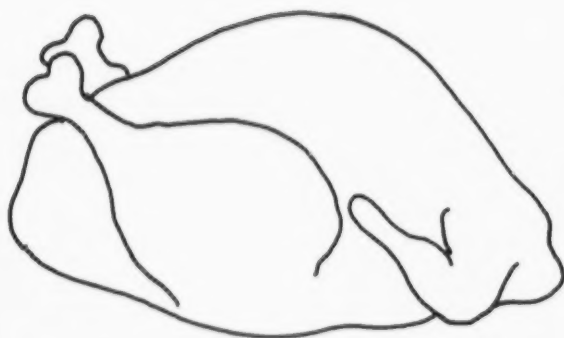
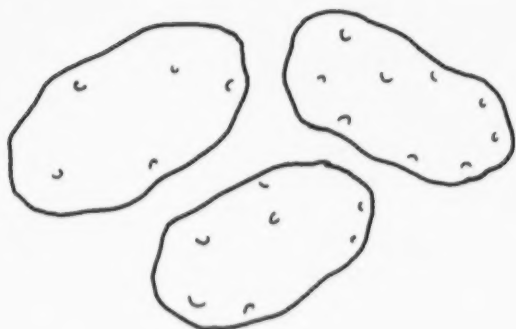
You will need scissors for this activity.

Cut out the food shapes on the following page. Let your child use pans and other kitchen cookware to follow your directions and "cook" the pretend foods. For example, your directions for cooking potatoes might be:

Peel the potatoes (just pretend). Then wash them off. Cut them into smaller pieces. Put them into a pan with some water. Cook them on the stove. Then drain out the water. Add some butter and milk and mash them.

Give directions for preparing each food. Then let your child give *you* directions for cooking each one, and follow the directions exactly.

Food Cutouts



Week 1: COLORS AND OTHER CONCEPTS

Dear Parent:

For the next three weeks your child will be doing a new listening and speaking unit called *Colors and Other Concepts*. Your child will be studying colors, shapes, and these concepts: *inside/outside, upside-down, high/low, in back of, soft/hard, and matching*. You can help your child learn these by doing the home activities for the next three weeks. Thanks!

Inside

For this activity, you will need a container with a cover (shoe box, cookie jar) for hiding household objects.

Help your child to learn the concept *inside* by doing the following things:

1. Have your child close both eyes while you hide an object in the container. Then your child may look and shake the container to guess what is inside. Give hints as needed. (*It's something you can eat soup with.*) Continue with more objects.
2. Explore the insides of at least three foods. For example, show your child an apple, a peach, and a green pepper. First, ask your child to guess what the inside of each might look like. Then cut open each one and look at the inside.
3. Ask your child "inside questions":
 - What is inside a sandwich?
 - What is one thing inside you?
 - What is inside an olive?
 - What is inside an egg?
 - What is inside the top drawer of your dresser?

Week 2: COLORS AND OTHER CONCEPTS

Dear Parent:

This week we continue with *Colors and Other Concepts*. This week you will be teaching your child about the word *matching*. Thanks for your help with the activity below.

Sock Sort

For this activity, you will need scissors and at least five or six pairs of socks in different colors or different designs.

Separate pairs of socks and put them in a big pile. Have your child put together socks that *match*. Time the activity to see how fast your child can match the pairs. Repeat the activity several times, and challenge your child to get faster each time. (Or, you could invite other family members or friends to join the game.)

After using real socks, cut out the paper socks below, and have your child match them.



Week 3: COLORS AND OTHER CONCEPTS

Dear Parent:

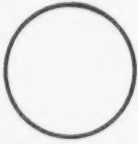
This week you can help your child to work on colors and shapes by playing Color/Shape Bingo. Thanks!

Color/Shape Bingo

For this activity, you will need crayons, scissors, and pennies.

Color in labeled color squares of bingo strips; don't color shape squares. Cut out the strips. Ask several family members or friends to play with you. Give a bingo strip to each player.

Make a list of the colors and shapes for yourself. Read the items aloud, skipping around in a random fashion. Players place pennies on the appropriate squares. The first person to place pennies on all spaces is the winner.

blue		yellow	purple	red	black
brown	orange		blue		green
	red	yellow		orange	purple
		blue	green	red	
yellow	purple	brown		black	

HOLIDAY SEASON

Dear Parent:

This week at school we will be doing listening and speaking with a holiday theme. Here's one for you to do at home. Have great holidays!!

Holiday Hiding Places

Have your child answer the following questions. If your child answers incorrectly, try to act out the question so your child can clearly see why the answer was wrong.

1. If I bought you a bike, would it fit in the cracker box?
2. If you bought me a pan, could you hide it under the bed?
3. If I bought Dad a new razor, would it fit in a shoe box?
4. If we bought Grandpa a new hat, would it fit in a soup can?
5. If we bought Grammy a new dress, would it fit in a suitcase?
6. If I bought you a wagon, would it fit in a cereal box?
7. If you bought me a book, would it fit in the car?
8. If we bought a new lawn mower, would it fit in a drawer?
9. If we bought a baby a rattle, would it fit under the couch?
10. If we bought Grandpa a new coat, would it fit in a soap dish?
11. If we bought Grammy a new car, would it fit in the bathtub?

Add some of your own questions, and let your child ask some.

Week 1: FOOD

Dear Parent:

For the next month, your child will be learning more about food. In particular, your child will be learning to differentiate fruits from meats and name them. In addition, your child will be acting out poems and stories about foods, following directions about foods, and cooking some foods. You can help at home by doing the home listening and speaking activities. The first one is below. Thanks!

Fill the Shopping Cart

For this activity, you will need scissors and tape or glue.

Cut out the shopping cart and foods below. Let your child tape or glue each food onto the cart and tell a sentence about that food. (*Milk goes on cereal. We cook bread to make toast.*)



Week 2: FOOD

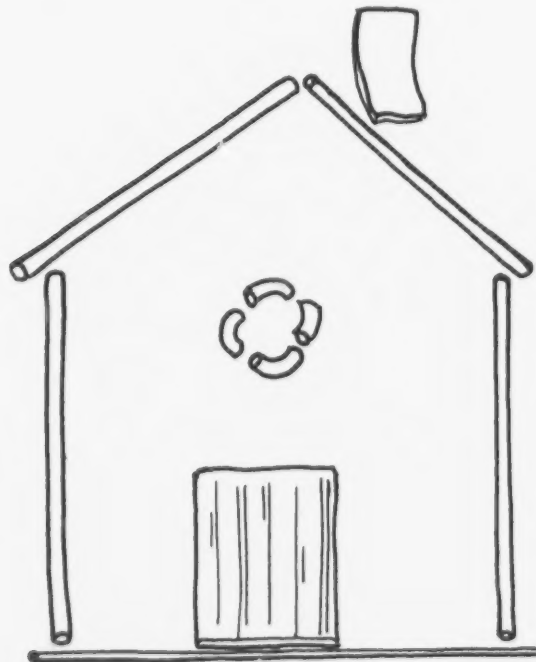
Dear Parent:

Here's another listening and speaking activity about foods. Thanks for your help!

Pasta Pictures

For this activity, you will need several kinds of uncooked pasta (spaghetti, lasagna noodles, macaroni, egg noodles, etc), paper plates or sturdy paper, and glue or paste.

First, tell your child that there are all kinds of pasta and name each kind. Then use the pasta to make pictures. For example, you might make a house similar to the one below or make a person with a lasagna body, spaghetti arms and legs, and noodle hair. As you do so, use the names of the pasta. (*Please pass me some macaroni. I'm going to use a lasagna noodle for the body.*)



Week 3: FOOD

Dear Parent:

Here's the third week's activity on the food theme. Thanks for doing it with your child.

Food-Guessing Stories

Read the following stories, and have your child act out the story as you read it. Then have your child guess the kind of food.

1. You are a white liquid that comes in a gallon jug or a carton. You just sit in the refrigerator most of the time. But sometimes, people take you out, tip you sideways, and pour you into a glass. Then they drink you as they eat cookies. What are you? (milk)
2. You are green and round. When someone wants a salad, the person tears up your leaves to put into a bowl. After adding all the other vegetables for the salad, the person tosses you all around to mix the salad. You think it's fun being tossed around. What are you? (lettuce)
3. You are a red fruit that grows on a tree. You grow bigger and bigger. When you're just the right size, somebody picks you. They shine you up and take a big bite out of you—or make cider with you. What are you? (apple)
4. People are very gentle with you so your hard shell won't break. When they want to eat you for breakfast, they crack you open, throw your shell away, and beat you with a fork or mixer. Then they scramble you in a frying pan to cook you. (egg)
5. You are made with flour, yeast, and warm water. First your ingredients are stirred together into a dough. Then your dough is put in a bowl to rise, where you grow bigger and bigger. After your dough has risen, you are shaped into a loaf. Your loaf is put into a pan and baked in the oven. When you are baked, someone cuts you in slices and butters you. What are you? (bread)

Week 4: FOOD

Dear Parent:

Here's the last activity in the food unit. In this activity, your child "cooks" something. Perhaps the thought of your child cooking gives you nightmares of a messy kitchen—but try it. It's a great way to develop your child's listening and speaking skills!

Kid Cooking

For this activity, you will need to get out the ingredients and cooking utensils necessary for the recipe you have chosen. Simple recipes include a cheese sandwich, peanut butter on a banana, or instant pudding.

Tell your child, "You can do the cooking all by yourself." Explain each step. If your child gets mixed up, resist the temptation to do it yourself. Instead, try to make the directions easier and clearer.

When the food is prepared, have your child *tell* you each step in making it.

Finally, eat and enjoy!

Week 1: ANIMALS

Dear Parent:

For six weeks your child will be learning more about animals at school. Your child will be acting out animal stories, building paper animals, practicing animal sounds, and playing guessing games about animals. You can help your child learn by starting with the animal activity below. Thanks!

Animal Crackers

You will need a box of animal crackers for this activity.

Take turns with your child taking crackers from the box. Before eating each cracker, "talk" for the animal, saying something that the animal might say. (A giraffe might say, "Look at my long beautiful neck." A lion might say, "I'm only ferocious when I'm hungry.") Continue until all crackers are eaten!

VALENTINE'S DAY

Dear Parent:

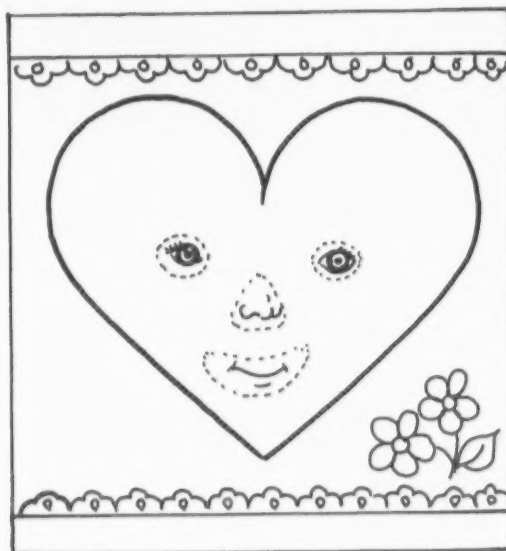
This week at school during our listening and speaking time, we'll be learning about hearts and valentines. You can help by doing the following activity at home. Thanks!

Talking Valentine

For this activity, you will need red construction paper or white paper, crayons or markers, scissors.

Give your child a sheet of red construction paper or white paper to decorate as a pretty valentine. Explain to your child that the two of you will make a valentine mask from the paper once it is decorated. When your child has finished decorating, decide together where to cut spaces for eyes, nose, and mouth.

Have your child choose a person to give the valentine to (Dad, sister, grandparent), and plan together a special message that the valentine will say. Finally, let your child "deliver" the valentine by wearing the mask and saying the special message.



Week 2: ANIMALS

Dear Parent:

This week we continue with the animal theme for our listening and speaking program. Please do the following activity at home. Thanks for your help.

Animal Pantomime

Take turns with your child doing animal pantomimes. You start by acting like a certain animal while your child tries to guess what you are. For example, if you are pretending to be a snake, you can lie on the floor and make a hissing sound. If you are a rooster, you can pretend to perch on a roof (use a chair) and crow. Continue taking turns pantomiming animals and guessing. This is a great activity for other family members to join in—including grandparents!

Week 3: ANIMALS

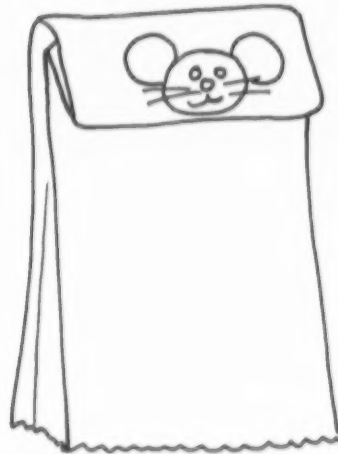
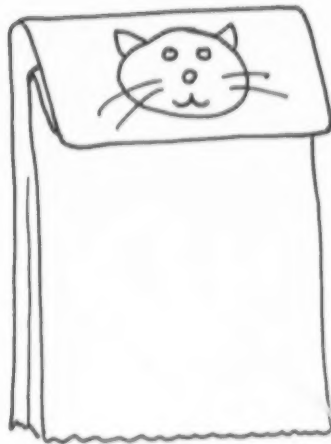
Dear Parent:

This week we learn more about animals. Please help your child with the following activity. Thanks!

Animal Puppets

For this activity, you will need crayons and small paper bags.

Draw and color animals on the bags with your child. Then use the bags as puppets, and put on your own puppet show. Encourage your child to think of ideas for the show.



Week 4: ANIMALS

Dear Parent:

As we continue our animal unit, you can help to improve your child's listening and speaking skills by doing the activity below. Thanks!

Acting Out an Animal Story

For this activity, you will need a children's book about animals (*Goldilocks and the Three Bears*, *Chicken Little*, *Clifford the Dog*, *Berenstain Bears*, etc.). Choose a book that is familiar to your child.

Read the book aloud, and have your child act it out as you read. So when you say, "Goldilocks tried Baby Bear's porridge," your child pretends to eat porridge. Also encourage your child to repeat dialogue sentences after you read them. (*This chair is too soft.*) Your child may choose to act out one part or all parts in the story, as long as it's not too confusing.

ST. PATRICK'S DAY

Dear Parent:

For this week's listening and speaking activities, we'll be doing special things for St. Patrick's Day. Try this activity at home. Thanks!

Green Collage

For this activity, you will need a piece of paper, scissors, old magazines, and glue or tape.

Write GREEN on the paper. Have your child find green things in magazines, cut them out, and paste them on the paper. Encourage your child to say a whole sentence about each green thing. (*A pickle is green. That chair is green.*) Have your child fill the paper with pictures of green things.

Week 5: ANIMALS

Dear Parent:

This week's animal activity is a cooking one. Thanks for doing it at home with your child.

Animal Cookies

For this activity, you will need the ingredients for your favorite sugar-cookie recipe.

Make a batch of dough for sugar cookies, and roll it out. Cut it into animal shapes such as these:



Let your child use a table knife to cut the animal shapes. Put the shapes on a cookie sheet, and add eyes, noses, mouths, and whiskers using sweet tidbits such as raisins, chocolate bits, and licorice whips. Bake the cookies.

While they're baking, ask your child to remember the steps of making the animals. Give your child hints as needed. When the cookies are ready, enjoy!

Hint: For a quicker, less messy version of this activity, use round crackers and cheese slices which your child can cut into appropriate shapes to create an animal.

Week 6: ANIMALS

Dear Parent:

This listening and speaking activity is the final one in our animal unit. Thanks for all your help at home!

Stuffed-Animal Stories

For this activity, you will need two stuffed animals—one for you and one for your child.

Using the story starters below, use the stuffed animals to act out endings to the stories.

Story Starters:

1. Both animals are lost. They can't find their way back home.
2. One animal is scared. It thinks it's being chased by something. It goes to the other animal for help.
3. One animal is having a birthday. The animals decide to have a celebration.
4. Both animals are asked to star in a movie for kids.

Week 1: CLOTHES

Dear Parent:

For the next three weeks, your child will be learning about clothes. During listening and speaking time, your child will work on following directions about clothes, acting out stories about clothes, and learning new vocabulary for clothes (suspenders, bow tie). You can help your child by doing the following activity at home this week. Thanks!

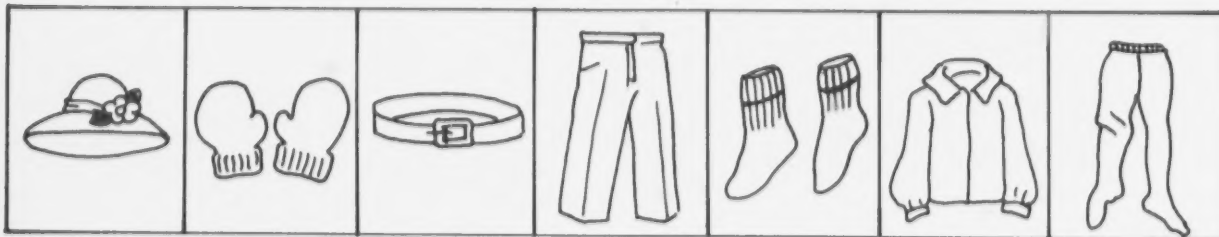
Clothes Bingo

For this activity, you will need pennies and scissors.

Cut out the bingo strip below. Have your child play bingo by following these directions:

- Put a penny on the thing you wear on your hands.
- Put a penny on the thing that has sleeves.
- Put a penny on the thing that a ballerina would wear.
- Put a penny on the thing that has a buckle.
- Put a penny on the thing that goes on your feet.
- Put a penny on the thing that has a zipper.
- Put a penny on the thing that goes on your head.

Play the game again, but make up different directions. (*Put a penny on the thing that's made of yarn.*) Then have your child give you directions for placing pennies.



EASTER

Dear Parent:

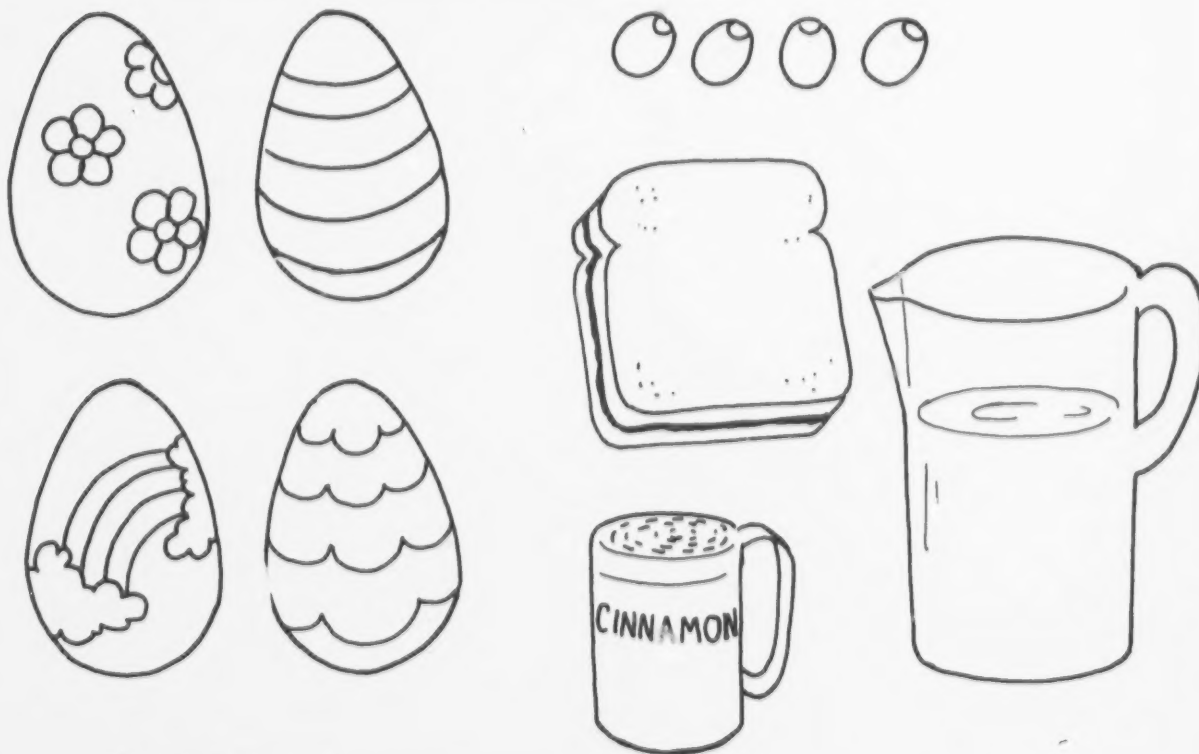
This week our listening and speaking activities will be about Easter. Please do the following activity at home with your child. Thanks!

Silly Easter-Egg Soup

For this activity, you will need scissors, pan, bowl, and spoon.

Cut out the pictures below. Explain that your child is going to make "Silly Easter-Egg Soup." Read the directions below to your child:

1. Put three Easter eggs in the pan.
2. Put the pan on your knees and cook the eggs for four seconds.
3. Put two olives in the pan.
4. Stir the mixture three times.
5. Put the peanut-butter sandwich on your head, then put it in the pan.
6. Put the last olive on top of the last Easter egg, and add them both to the pan.
7. Pour some lemonade on your toes and then some into the pan.
8. Stir the soup with both your thumbs.
9. Put the cinnamon behind your back, then sprinkle some into the soup.
10. Carefully pour the soup into the bowl.
11. Smell the soup four times, then pretend to eat it.



Week 2: CLOTHES

Dear Parent:

You can help improve your child's language skills by doing the home activity below. Thanks for your help.

Clothes Directions

For this activity, you will need three unusual articles (bandanna, suspenders, bow tie, leg warmers, jumper) that your child might not be able to name. Discuss each article of clothing—what it is called and how it is worn. Then give your child directions such as the following:

1. Hold the jumper upside down.
2. Make the bow tie go around your head three times.
3. Pretend the suspenders are a snake, and make them sound like one.
4. Put the bow tie on one of your shoulders and the suspenders on your other shoulder.
5. Play peekaboo using the jumper.
6. Touch your nose, then touch the bow tie.

Continue with more directions. Then let your child give you directions for the articles of clothing.

Week 3: CLOTHES

Dear Parent:

This week we continue with our theme of clothes. Please do the following listening and speaking game with your child. Thanks!

Clothes Race

For this activity, you will need two sets of clothing—four or five articles apiece—so you can have a clothing “race.” For example, you might have two sets of the following:

- slippers to put on feet
- hat to put on backwards
- socks to put on hands
- scarf to put on like a cape
- belt to put on waist

Ask another family member or friend to participate in the race with your child. You will be the judge.

Explain to the participants what they must do with each article of clothing in order to race. As they are putting each article on, they must also tell what they are doing. (*I am putting the slippers on my feet. I am putting the hat on my head backwards.*) Then say, “Go!” and the race is on.

Week 1: TEDDY BEARS

Dear Parent:

For the next two weeks, your child will be learning at school about teddy bears. To improve listening and speaking skills, your child will be describing a variety of teddy bears, choosing between true and untrue statements about bears, and acting out a skit about teddy bears. You can help at home by doing the following listening and speaking activity. Thanks!

Teddy Bear Visitor

For this activity, you will need a real teddy bear or the cutout below.

One evening, secretly place the teddy bear (real or paper) outside your front door. Tell your child that you think you hear someone knocking. Ask your child to open the door and see if someone is there. When your child brings in the bear, make a big deal about this special visitor. Ask the bear to sit down and be comfortable. Continue this role-playing throughout the evening. For example, invite the teddy bear to supper (set an extra place at the table), play a game with the teddy bear, show the bear some recent family photos, and invite the bear to stay overnight.

Your child will love this activity and will learn appropriate things to say and do while role-playing.



Week 2: TEDDY BEARS

Dear Parent:

Here's another teddy bear activity to do at home with your child. Thanks for helping your child become a better listener and speaker.

Teddy Bear Hide-and-Seek

For this activity, you will need a real teddy bear or the cutout below.

Have your child stay in one place with eyes closed and count to ten. While your child counts, hide the teddy bear (real or paper) somewhere in the house. When your child has finished counting, give a hint about where to find the bear. (*The teddy bear is underneath the place where you sleep.*)

After your child finds the bear, trade places. Count to ten while your child hides the teddy bear in a different place. Listen to your child's hint, then find the bear. Continue taking turns hiding the bear and giving hints.



Week 1: VEHICLES

Dear Parent:

During the next two weeks, your child will be learning about vehicles during listening and speaking activities at school. Your child will learn to make appropriate sounds for different vehicles, ask appropriate questions about a "secret" vehicle, and learn new vocabulary about vehicles (propeller, bumper, handlebars). Please try the activity below with your child. It will help your child learn more about vehicles as well as develop better listening and speaking skills. Thanks for your help.

Vehicle Directions

For this activity, you will need a variety of toy vehicles (or use the cutouts below) and a flat piece of cardboard.

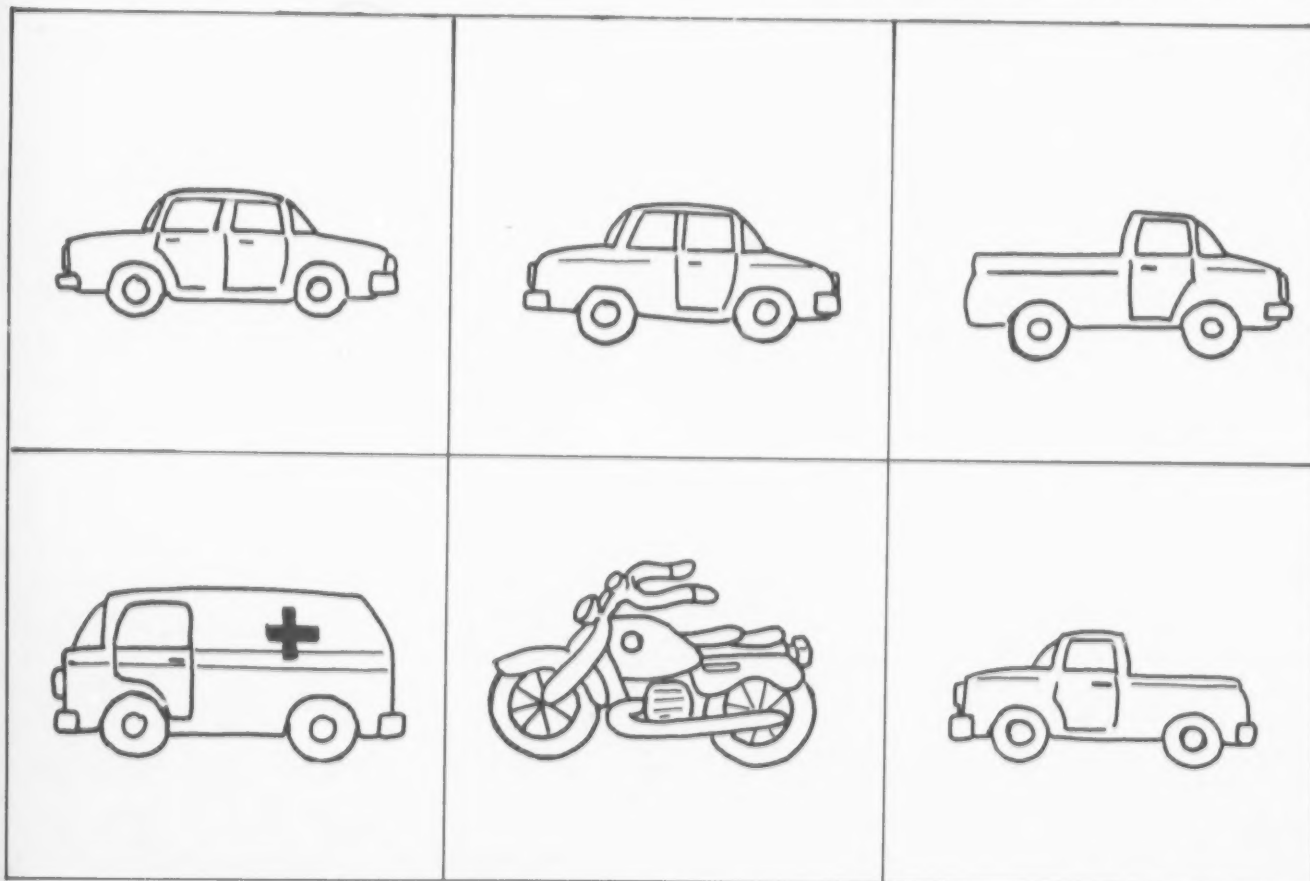
Make a ramp by laying one end of the cardboard against some steps. Color and cut out the squares below, or use toy vehicles. Then give your child directions such as these:

Make the red car go down the ramp backward.

Make the blue car go down the ramp first, then the green car.

Make the ambulance go up the ramp, then make the motorcycle go down the ramp.

Make up more directions. Praise your child for following your directions correctly. Then let your child give you directions to follow using the toy vehicles.



Week 2: VEHICLES

Dear Parent:

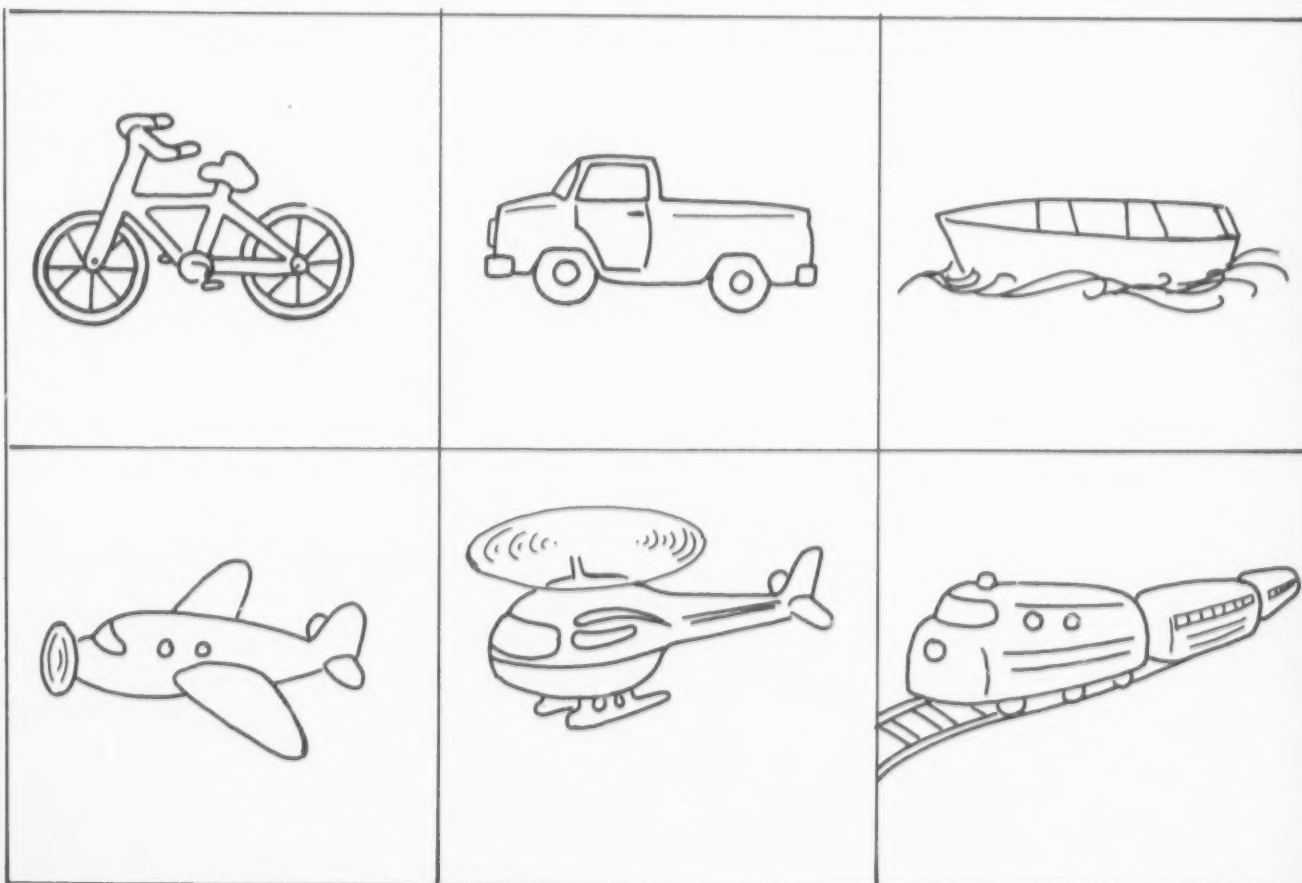
This week we continue with a vehicle theme. Try the guessing game below. It will help your child learn to ask and answer questions as well as to solve a mystery when given specific information.

Guess the Vehicle

For this activity, you will need scissors.

Cut out the pictures of vehicles below on the lines. Place them in a hat. Take one picture at a time out of the hat, keeping it a secret from your child. Tell your child that the secret picture is a picture of a vehicle—something that people can ride on. Your child must ask you questions in order to identify the type of vehicle. (*Who can drive it? Does it have wheels? How fast does it move? Where do people keep it? What's it made of?*)

After your child guesses the picture, let your child take a picture out of the hat for you to guess. Continue until all the pictures have been guessed.



Week 1: SUMMER FUN

Dear Parent:

For the next two weeks at school, your child will be involved in a special listening and speaking unit about summer fun. During this time, your child will work on following directions while outside, adding appropriate sound effects to a summer story, and acting out oral stories about summertime. You can reinforce some of these skills by doing listening and speaking activities at home with your child. Try the one below. Thanks!

Pack a Picnic

For this activity, you will need foods for a simple picnic lunch that your child can readily assemble. You will also need a picnic basket or other container for the lunch.

Choose a nice day for a picnic with your child. Let your child pack the foods for the picnic, carefully following your directions. Possible directions are:

1. Get the basket from the table.
2. Put a big towel in the bottom of the basket so we can wrap it around our foods.
3. Get three slices of cheese, put them in a plastic bag, and put them in a basket.
4. Put some cheese crackers in a plastic bag and use a twist tie to close the bag. Then put the crackers in the basket.
5. Next put three napkins and three paper cups in the basket.

Allow your child to do as much of the packing as possible. Your child will learn to become a better listener by following your directions.

Week 2: SUMMER FUN

Dear Parent:

The activity below is the last one in the summer fun unit. Thanks for your help with this activity and all the activities this year!

Squirting for Fun

For this activity, you will need a squirt gun filled with water.

This activity is more fun with several people, so ask family members or friends to join you. Everyone should wear a bathing suit.

Have everyone line up in a row. Give your child the squirt gun. Then your child must carefully follow your directions about where to squirt, such as:

Squirt Daddy's toes.

Squirt everyone's knees.

Squirt someone's belly first and then their ankle.

Then let others take turns using the squirt gun while your child gives directions.

Hint: If you can't get other people to help out with this game, use inanimate objects instead, and modify the directions:

Squirt the top step, then the bottom step.

Squirt underneath the swing.

Squirt a red flower and then a leaf.

CLAS PRESCHOOL

Parent's Evaluation

Dear Parent:

For the past school year your child has been involved in a special listening and speaking program at school. In addition, you have received weekly listening and speaking activities to do at home with your child. Please complete and return this questionnaire so that we may judge the effectiveness of the program. Thanks for your feedback.

1. Did you do the listening and speaking activities at home with your child? If so, how many of them do you estimate that you did?

2. What did you like about the home listening and speaking activities?

3. What did you *not* like about the home listening and speaking activities?

4. Please write any suggestions you have on how to improve the activities.

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ISBN 0-88450-369-0
Catalog No. 7570
Printed in the U.S.A.